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ABSTRACT

Part of Project STRETCH, a special personnel preparation grant, this guide contains 13 units on the practical and philosophical areas practitioners, educators, and consumers believed should be included in a basic course for administration of an organized camp: growth and development special populations, camp director's role, philosophy and objectives, program, organizational design, staff, interpreting the camp's value, evaluation, health and safety, food service, business and finance, and site and facilities. Each unit consists of six sections: rationale, basic core competency (a generalized description of the participant's behavior upon completing the unit), areas to be covered to reach the basic core competency, suggested learning activities, assessment methods, and recommended sources (books, films, tapes, etc., related to the areas to be covered and suggested learning activities). All units are numbered in the recommended sequence to be presented or studied. The guide also includes brief discussions of camp director education and of the camp director education facilitator as an adult educator. Appendices include forms for needs assessment, core curriculum planning, and evaluation; list of national organizations and denominations with camping programs and their resources for camp director education; conceptual diagram for organizing a philosophy of camping; and sample outline for a basic camp director education course. (NQA)

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Camp Administration Series

Camp Director Education Curriculum Guide

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Camp Director Education Curriculum Guide

Approved by the American Camping Association

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

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Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Officer,**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is the first of several volumes that will insure "Better Camping For All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

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William Hillman, Jr., Division of Personnel Preparation,
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ACA Camp Director Education

Historical Overview of the ACA Camp Director Education Program

Judith Myers, Ph.D.

Despite the individualistic beginnings of the camping movement, when camp directors pursued their own dreams and purposes through the development of camps and camping programs in the late 1800s, these early pioneers of such enterprizes soon recognized the need to join together. They met to share their problems and solutions, to discuss their concerns and convictions, and their related failures and success. As early as 1903, with the initiation of the General Camp Association, the concern was voiced that too many camps were not what they should be and that boys and girls were experiencing camp situations where the director was ill-equipped (Kyle, 1922).

Despite the displeasure articulated by some of the members of the Camp Director's Association of America (formed in 1910) regarding the qualifications for directors, the training emphases and promulgated programs of the young camping association were initially aimed at national courses for camp staff in swimming, lifesaving, canoeing, woodcraft, camp leadership, nature, and horsemanship. In 1927, George Meylan, the first president of the Camp Director's Association (which was created by a merger of the Camp Director's Association of America and the National Association of Directors of Girls' Camps in 1924), wrote in the annual publication *Camps and Camping* that ". . . the camping movement had suffered in recent years from incompetent persons who organized summer camps . . ." and that "the need for competent camp directors has increased far more rapidly than the supply." He concluded that being a camp director called for ". . . professional training corresponding to the training required of school principals, physicians, and lawyers." Meylan applauded the efforts of several educational institutions in offering short professional courses for the training of camp directors and surmised that the next step would be ". . . a regular professional course of two or more years, preferably in some university." (Meylan, 1927, 18-19).

The need for camp director education continued to be a persistent "cry in the wilderness" which, with the exception of a few colleges and universities that offered their own courses in camp leadership and camp administration, was answered by the Camp Director's Association and its local sections in the form of conferences (Welch, 1947; Camp Director's Association, 1934). Commenting on the professional education practices of camp directors, Eugene H. Lehman (1930), following a nationwide survey, concluded that camp directors ". . . apparently just took upon themselves the responsibilities of running a camp, hoping either to learn from practical experiences as they went along, or having worked up from counselor positions." The survey, which covered several areas such as number of campers served, sex and educational training of staff, etc., as well as camp director's preparation/education, indicated that only 174 director respondents out of a total of 569 had at any time enrolled in a camping course or courses specially conducted for them (Lehman, 1930).

Throughout the 1940s and 1950s, the focus of camp leadership education continued to be at the staff level except regional and national ACA conference offerings for camp directors as well as local roundtables and institutes. In the late 1940s initial steps were made toward developing camp director education curriculum. The Chicago-based camp institute, formed in 1930, deliberately disbanded in 1938 because it had grown so large (over 400 participants) that it no longer lent itself to intensive work in small groups to accomplish its original intent ". . . of exploring front-line problems in camping," (Dimock, 1942). The first few institutes (1930-37) had been deliberately educational, and the decision to continue a role of trailblazing with seminar agendas was equally carefully determined. The planners and participants of these institutes-turned-seminars were well aware that ". . . the camping movement . . . was . . . far from caught up with . . ." them in actual practice, but decided not to back up, but to forge ahead. (Dimock, 1948).

A Camp Director Education Curriculum Is Proposed

In the last recorded seminar, held in April 1947, a critical examination was made of camping as a profession. The work groups deliberated on the marks of a profession and the extent to which these marks were present in camping. They made two distinct contributions to the future of camp director education. First, they outlined the areas of knowledge, insight, and skills which they believed were either "indispensible" or "of great importance" for the professional competence of camp directors. These were recorded by Hedley Dimock (1948) as:

1. Understanding camping history, philosophy, functions, and trends.
2. Understanding and dealing with campers as persons.
3. Understanding and guiding the group process.
4. Program planning and evaluation:
   a. Understanding the basic concepts of learning.
   b. Understanding the principles of program building and the ability to use the techniques.
   c. Knowledge of and ability to use appropriate resources for program content.
   d. Teaching skills.
   e. Understanding and administering the camp as a community of learning.
5. Selection, training, and supervision of program staff.

6. Understanding community aspects of camp planning.
7. Administration of health and safety in camp.
8. General camp administration.

In addition to this primary step in camp director education curriculum building, the work groups outlined some definite actions which they believed would develop more adequate personnel in camping. Initially they recommended that qualifications or standards for camp directors take into account an inventory of required knowledge and skill. Earlier institutes had resulted in standards that included director competence based upon a general education. This last seminar group further suggested that ". . . camping associations should re-examine their purposes, functions, and activities in light of the characteristics of a professional society," with a more pointed declaration that ". . . the greatest benefits would result if the ACA . . ." (American Camping Association created out of the Camp Director's Association in 1935) ". . . were to develop more of the professional aspects of camping . . . such as publications, standard setting, study and research, . . ." and an ". . . education program designed to increase the competence of camp directors" (Dimock, 1948, 58-59).

The seminar work group's final recommendation was that one or two educational institutions should establish a course of study designed especially for presently practicing camp directors. They stipulated that the impetus for such an educational experience was the responsibility of camp directors (Dimock, 1948).

In November 1947, fifty ". . . distinguished educators from camps and schools . . ." participated in an ACA working conference on leadership training in Oconomowoc, Wisconsin. Their efforts culminated in the formulation of tentative camping course outlines for educational institutions and camps. A temporary printing, in two volumes, was prepared and the course outlines, one on camp counseling and one on camp administration, were distributed to additional educators and camp directors for their contributions (Burns, 1947).

The National Leadership Training Committee of the American Camping Association met in the fall of 1948 to revise and improve the original outlines, utilizing the received suggestions and additions (Hulbert, 1948). The publications "A Camp Director Trains His Own Staff" and "Recommended Procedures for Camp Leadership Courses for Colleges and Universities" were available early in 1949 (Hulbert, 1949). revision of the Camp Administration segment of the college and university leadership course was published by the ACA in 1961.

ACA Implements a Camp Director Education Program

The early 1960s saw several colleges and universities offering graduate programs with specified masters degrees in camping and/or camping and outdoor education. The first national Camp Director Institute, organized and sponsored by the National Leadership Committee of ACA, was held prior to the ACA National Convention in Chicago in 1966. Following this convention, the host Chicago Section of the ACA donated $2,500 to the Fund for the Advancement of Camping for the development of a pilot program of professional education for the administrators of organized camps (American Camping Association, 1967). The Fund for the Advancement of Camping (FAC), in cooperation with George Williams College, established a "permanent training center," the Midwest Training Center at the College's Lake Geneva, Wisconsin campus (American Camping Association, 1967).

The FAC Trustees formed an advisory panel for the purpose of identifying the necessary content for the pilot project. This group which met twice during the remainder of 1967, represented agency and private camping, the ACA, and the field of education. Based on the curriculum developed by this panel, the first pilot camp director training project was conducted at the Midwest Training Center in the fall of 1967 and the winter of 1968 in two thirteen-day sessions with twenty-three experienced camp directors in attendance and Nelson Wieters as Dean (Wieters, 1980; American Camping Association, 1968).

Following this first pilot training project, the FAC panel was expanded to include the members of the ACA National Leadership and Training Committee. During the remainder of 1968 and 1969, four more pilot training projects were held. The twenty-six-day sessions was repeated at George Williams College and three, seven to nine-day sessions were held in the New England Section (Northeastern University, Rey Carlson, Dean), Southeastern Section (University of Georgia, Edie Klein, Dean), and Southern California Section (San Fernando Valley State College, Tal Morash, Dean) (Wieters, 1980).

The deans of these pilot projects met with the ACA National Leadership and Training Committee following the completion of all four training experiences for the purpose of evaluation, the sharing of results, and the development of the format and content of the newly developing institutes. Concurrent with the development of this training program was the preparation of a proposal for camp director certification. Camp director certification was approved by the Council of Delegates of the ACA at thier 1970 meeting in St. Louis. Successful completion of a "Camp Director Institute" in one of its three formats (Models A, B, or C, depending on duration of the institute and the participants' camp directing experience), was accepted as a requirement for certification at the national meeting.

At work in the early 1970s was increased movement in ACA, strongly supported by FAC, to address the entire issue of professionalism; that would provide a foundation to certification. The critical element of a "Code of Ethics" for practitioners had been raised in the late 1960s at the Private Independent Camp Council by Frank M. Levine, President of the New England Section. Ultimately, a code was adopted by the ACA Council of Delegates on March 5, 1976, based on substantial deliberations at a National Symposium, "Dialogues on Responsibility," held at the University of New Hampshire in Durham in 1973.

This symposium, a three-day, in residence, inter-disciplinary consultation, sponsored by the Fund for Advancement of Camping, provided significant structure for awakening ACA to the concept of taking "First Steps Toward a Profession." Designed and conducted by the New England Section Leadership (Janice Adams, Jean G. McMullan, Dr. Joel Bloom, Rev. Richard Chamberlain, "Tim" Ellis, and coordinated by Frank M. Levine), it treated and reported recommendations on a spectrum of components of a profession: research, education, societal response, accountability, etc.

Another major outcome of the symposium was the thrust to articulate a "Mission Statement," adopted by the ACA Council of Delegates in March 1978, ensuring a basic professional public service commitment by the certified practitioner.

Therefore with the incorporation of mandatory ACA Standards, Ethics, and a Mission Statement, the entire process of certification began to take on substantial, crucial, public credibility.

By the mid-1970s, a number of camp director institutes were being offered annually in various locations across the country. At a leadership workshop held in Brown County, Indiana, in 1974, several problems in these institutes were identified: (a) quality control of Section-sponsored institutes was becoming difficult; (b) enrollment had slowed down; (c) the "nature" of the participant had changed to many individuals attending primarily for the purpose of certification, and (d) the universality of curriculum was not being realized so that a lack of continuity was most apparent (Wieters, 1980). The National Leadership and Training Board was dissolved and became the

National Leadership Certification Board and a Camp Director Curriculum Task Group was formed for the purpose of developing a standardized curriculum.

The task of delineating a curriculum implemented consistently across all institutes proved to be an immense undertaking for the curriculum task group and one that demanded great amounts of meeting time. As this requirement for meeting time increased, the financial capacity of the Association to bring camp educators together from across the nation became additionally overburdened.

Camp Director Education Incorporates "Serving Handicapped Persons in Camps"

Working on a camp leadership education project (Project REACH) for serving disabled campers under the sponsorship of the United States Department of Health, Education, and Welfare, Bureau of Education for the Handicapped; a non-ACA affiliated group of camping educators identified that 90 percent of the competencies needed by camp directors to adequately serve special populations were also necessary to provide quality organized camp experiences for all campers. Sharing their findings and work with ACA, the personnel affiliated with Project REACH, encouraged and facilitated the development by ACA of a grant proposal for the funding of a camp director education program project which would increase camp director capabilities to serve disabled persons, specifically in a mainstreaming format, as well as other campers. In the summer of 1979, ACA became the recipient of a three-year federal government grant and began to develop a camp director education program that would increase camp directors' capabilities to serve all kinds of campers, including those with various disabilities. This developmental program was designated as Project STRETCH: Strategies to Try Out Resources to Enhance the Training of Camp Directors Serving the Handicapped. This project has increased ACA's capability not only to raise the level of its camp director education, but also to raise the consciousness of the members of the association as to the possibilities of and responsibility for serving a broader camper population.

References for this overview are at the end of this section.

The Purpose and Desired Outcomes of Camp Director Education

According to the ACA Mission Statement adopted at the 1976 Council of Delegates Meeting, the purpose of ACA is "to assure the highest professional practices for administration and extention of the unique experiences of organized camping."

Camp Director Education is the primary means in terms of leadership preparation by which ACA implements this mission. The Association's mission is further specified through three primary goals:

I. "To maintain contact with contemporary societal forces as related to camping and to develop appropriate response and action."
II. "To enhance the quality of the organized camping experience."
III. "To interpret the value of camping to the public."

Camp Director Institutes have sought to increase camp directors'/administrators' knowledge of an responsiveness to societal influences and trends. The goals of Camp Director Institutes as recommended by the curriculum task group and approved by the National Leadership Certification Board, are:

I. To provide a synthesis of the major components comprising an organized camp experience (as identified by the ACA Core-Curriculum for camp director education), and a process for integrating these components into a camp operation which is consistent with the goals and objectives of the participant's camp.
II. To challenge participants to interpret and defend their philosophy in view of current societal forces and trends.
III. To provide an opportunity to share ideas and concerns with fellow camp director/administrators from a diversity of camps.
IV. To encourage each participant to examine his/her own goals to continue to grow professionally as a camp director/administrator.

These goals continue to be the purpose of the association's camp director educational program. The core curriculum of camp director education had its inception at the Chicago based institute in 1947. There were further refinements and additions by the ACA Leadership Training Committee in 1949, the camp director institute panel sponsored by the Fund for the Advancement of Camping in the late 1960s, the National Leadership Certification Board's Camp Director Curriculum Task Group, and the Project STRETCH Advisory Committee in 1980.

The curriculum is geared to prepare camp directors to:

I. Determine which persons they could serve and identify the total impact on their camp.
II. Demonstrate an understanding of the life span characteristics and needs of the constituencies which they serve and direct, including the effects of biological, psychological, and sociocultural systems on personal growth and behavior.
III. Assess their strengths and weaknesses in relation to their own philosophy and the philosophy of others in camping and the community, and their relations with others; and to assess their professional competencies.
IV. State, interpret, and defend their camp philosophy, goals, and objectives and how they relate to the constituencies which they serve and the society in which they live.
V. Design a camp program to achieve the goals and objectives of their camp in terms of camper development.
VI. Develop and justify the organizational design most conducive to the achievement of their camp's philosophy and objectives.
VII. Develop a comprehensive staffing plan in a manner that implements their camp's goals and aids their staff's personal and professional growth.
VIII. Know the values of organized camping and be able to interpret them to prospective parents and campers, staff, and the non-camp community.
IX. Design a continuous and comprehensive camp evaluation program.
X. Analyze and develop a comprehensive camp health and safety system that is consistent/supportive of the camp philosophy, goals, and objectives.
XI. Analyze and develop a camp's food service system which is consistent, supportive of the camp philosophy, goals, and objectives.
XII. Analyze and develop business and financial systems consistent/supportive of the camp philosophy, goals, and objectives.

XIII. Analyze and develop a comprehensive plan for site(s) and facilities management consistent/supportive of the camp philosophy, goals, and objectives.

A Major Training Need for All Directors: Serving the Disabled Through Camping

Gary Robb, Director of Bradford Woods, Martinsville, Indiana

Organized summer camping programs serving persons with disabilities have been in operation for over 50 years. While most of the programs that have been in existence for a long period of time serve very specific types of persons with disabilities, they nonetheless have provided very valuable services to persons who have traditionally been excluded from "regular" camp programs.

Historically, summer camp programs for disabled persons have developed and operated primarily by private or quasi-private agencies and schools. In most cases, summer camps serving special populations have originated for the purpose of supplementing therapeutic or educational programs of hospitals or schools. As an example, Perkins School for the Blind in Massachusetts sensed the need to provide some type of recreational or educational program for blind children during the summer months, a time when the residents of the school often had very little to do and no place to go. As a result, the director of the school was instrumental in working with a local Lions Club in developing a summer camp in New Hampshire that specifically served the blind girls of the school during the summer vacation. State hospitals and state schools for the mentally retarded have long maintained camping programs on their grounds during the summer months as a part of their ongoing recreational programs. State Easter Seal Societies throughout the country have also been active in sponsoring physically disabled children in summer camp programs. Many states operate their own camp facilities, and hire staff on a year-round basis to direct the recreational and camping programs that they sponsor.

Summer camp programs for persons with disabilities have been initiated primarily for recreational purposes. A number of camps, however, have started programs to provide an alternative setting to enhance and achieve specific therapeutic and/or educational objectives. Examples would include camps with diabetic children, where recreation is combined with intensive instruction on diabetic education, i.e., how to handle diabetes, what to do in certain situations, i.e. insulin shock, diabetic coma, how to give injections, etc.; camps for obese children, where the primary purpose is to educate overweight children on proper nutrition, eating habits, exercise, diet, etc. Two organizations that have developed a number of camps for the purpose of assisting emotionally disturbed children and children in trouble are the Devoreaux Schools and the Eckerd Foundation.

Organizations at the national level have also played a significant role in the development of organized camping for special populations. The National Easter Seal Society, the National Association for Retarded Citizens, the American Foundation for the Blind, the National Therapeutic Recreation Society, the Muscular Dystrophy Association, and the American Camping Association are just a few major organizations that have long been committed to the concept of camping for special populations and who have provided guidance and resources to this end. In addition, Lions Clubs, Kiwanis Clubs, Rotary Clubs, and other civic organizations at the national, state, and local level have, since the beginnings of special camp operations, been involved in sponsoring children and providing manpower and financial resources to insure the success of hundreds of summer camps throughout the country.

The number of summer camps for persons with disabilities has grown dramatically over the past thirty years. Every state in the nation now has or is contemplating the construction and development of a residential summer camp (or year-round camp) that will serve special populations. The types of camps are so diverse and serve persons with so many types and levels of disabilities that there is no single source or listing available. However, the Clearinghouse of the Handicapped has published a *Directory of National Information Sources*; the National Therapeutic Recreation Society will provide a listing of camping programs with disabled persons along with bibliographic information; the American Camping Association's *Parents' Guide to Accredited Camps* lists camps serving special populations that meet accreditation requirements; and the *Directory of Agencies Concerned with Camping and the Handicapped*, published in 1979 by the University of Kentucky, provides additional information on regional, state, and local directories, as well as partial listings of camps by regions and states.

The development of camping with persons who have disabilities has historically followed very closely, the rationale and development of the broader social service system and facilities serving the handicapped. Perhaps the best example of this is the state hospital systems and the state schools for the mentally handicapped. Cnaracteristically, these institutions have been placed in rather isolated areas, on large tracts of land; architecturally they have been designed to accommodate large groups in facilities allowing little privacy, but maximum supervision. In recent years these institutions and the philosophy of treatment and isolation that has existed for years has come under sharp social and political attack. A parallel can be drawn with camps that have exclusively served only a very specific population, as well as other camps that serve a broad cross section of persons with disasbilities. While these camps have, and will continue to fill a tremendous void, the current educational and treatment philosophies that call for a 'normalized' experience in the "least restrictive environment" must be considered.

It has been estimated that only about 10 percent of the children in this country with disabilities (over eight million in all) have had the opportunity to participate in summer camp programs. This is probably due to a lack of availability of camp programs, lack of camp facilities that are physically accessible to persons with mobility problems, and attitudes of camp operators toward the inclusion of children with different types and degrees of disability into their programs.

It would appear that the potential and opportunity that the inclusion of handicapped children into 'regular' camp programs would create a real challenge to innovative camp directors. While it is not suggested that all children with disabilities should be integrated into regular camp programs (just as it is not suggested that all children should attend a camp at all), there is a vast number of children among the eight million identified as having some type of disability that *could* greatly benefit from a normalized camp experience.

Training for the camp director regarding the inclusion of children with disabilities into their here-to-fore segregated camp program is essential and can accomplish the following objectives:

1. Clarify and identify types and numbers of children with disabilities that might be potential campers in a particular camp program.

2. Reduce stereotyped attitudes or misconceptions about persons with various types of disabilities.
3. Create an understanding of abilities of children who have traditionally been excluded from regular camp programs because of disability.
4. Provide concrete program planning and execution suggestions for integrating children with disabilities into a particular camp.
5. Provide information on external resources and support systems that are available to enhance the possibility of successfully integrating handicapped children into the regular camp program.
6. Provide information on how to cope with potential backlash from other children and parents regarding the inclusion of handicapped children in the program.

The implications for integrating handicapped children into a regular camp program are many. All can be positive if approached properly; but they may certainly become negative if proper training and understanding are not achieved. A major consideration for camp operators attempting to determine if they should include children with disabilities in their camp program is:

> Because of new laws and public mandates, more and more children are being educated, treated, and recreated with their nondisabled peers. As this trend continues in schools, churches, community recreation programs, and other public places, parents of nondisabled children may well come to expect that Johnny's friend, who happens to be in a wheelchair, should attend the same camp that Johnny has attended for years. Johnny may well decide that he will not go to camp without his friend, who happens to be disabled . . .

Laws, potential funding sources, parent pressures, or feelings of moral obligation not withstanding, the bottom line of service to children through residential camping programs is to provide children with the best possible experience, given the specific goals and objectives of the camp. In many cases, the integration of persons with disabilities may provide a dimension that will facilitate the achievement of many 'traditional' camp objectives. Certainly, the person with a disability has the same types of interests, needs, and wishes for a positive experience as does a nondisabled peer. Working together, sometimes having to overcome major physical, psychological, social, or attitudinal obstacles, can create the type of helping atmosphere that most camps strive for.

In summary, camp directors will find that with minimal training, many seemingly unsolvable and complex problems can be resolved without a great deal of effort. With additional training, they will learn to effectively integrate persons with disabilities into their programs for the benefit of all participants. Things such as architectural barrier problems, camper interaction questions, behavior management or self-help skill concerns, are addressable and alternatives and/or answers are available.

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Facilitating Adult Learning

The Camp Director Education Facilitator as an Adult Educator

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Adult education as a defined educational speciality is a relatively new phenomena. Such works as Lindeman's *The Meaning of Adult Education* (1926); Thorndike's *Adult Learning* (1928); and the establishment of the American Association for Adult Education in 1926, mark the differentiation of adult education as a specialized field. Since then, a considerable and rapidly growing body of theory, research findings, reports of experience, and guidelines for practice has been established. Part-time adult educators can find valuable guidance from this body of knowledge as they prepare for the learning experience they will be leading.

It is the purpose of this section to provide a broad and necessarily brief overview of the adult education body of knowledge and to cite references where more in-depth treatments of various subjects can be found.

The Facilitator as an Adult Educator

There are at least three important functions that a Camp Director Education Facilitator will perform as an adult educator: planning, implementing, and evaluating. Acknowledging that one both plans and implements evaluation; implements and evaluates plans; and plans and evaluates implementation; each of these functions can be treated as major steps in the process of conducting a Camp Director Education Experience.

Planning

There are many planning models for educational programs, both general ones and others specifically developed for adult education offerings. There are many more similarities between them than substantial differences.

Following is a series of planning steps that should be taken for Camp Director Education experiences:

1. Recognize existing limits and set new ones specific to the course or program regarding (a) budget and other resources, (b) philosophy, and (c) relation to other programs and processes.
2. Establish an advisory group.
3. Conduct an assessment of needs.
4. Set objectives.
5. Design the program.
6. Obtain staff.
7. Establish procedures and specifications for promotion, registration, space, equipment, supplies, transportation, etc.
8. Implement.
9. Evaluate.

Steps 8 and 9 are presented here to provide a complete picture but will be treated separately. Also, the placement of evaluation last in the series does not necessarily imply all evaluation should await the conclusion of the program. This issue will be treated further in the evaluation section.

The previous listing is the order in which these tasks are most often undertaken, but it should not preclude the rearrangement of some or the simultaneous consideration of two or more of them.

Limits

No program operates in a vacuum, and its leaders must recognize existing limitations on their actions. Camp Director Education experiences are no exception. They are offerings which are a part of a professional association's educational program, and as such, operate within established curriculum guidelines established by the association. Many of these are described in other parts of this manual.

The ACA has wisely not taken an official position on the particular educational philosophy to guide each individual program. Facilitators have considerable freedom to choose the philosophic perspective with which they are most comfortable.

An examination of the various education philosophies is not possible here, but there are ample references available (Apps, 1973). It is very important, however, for Camp Director Education Facilitators to examine their own views and beliefs about people in general and the learning process in particular. While there are many reasons for having a working philosophy for adult education, they can be summarized in one—it provides guidance for decision making. It is a vital reference point in helping to make the multitude of daily large and small decisions facing the adult educator whether they be about budget, equipment, facilities, or method.

Recognizing that dichotomies are over-simplifications, two influential but opposing educational philosophies are presented here to stimulate further inquiry—humanism and behaviorism. Each school has its particular proponents, though Carl Rogers has been closely identified with humanism and B. F. Skinner has been the champion of behaviorism. The positions of each on four central elements of the educational experience help to clarify the differences. These elements are the learner, the instructor, the content, and the method. In Figure 1, the positions of each school are expressed.

Few programs reflect exclusively one view or the other. Most, while reflecting a dominant point of view, use techniques supported by those with opposing views.

The facilitators need to consider what they feel about such things as encouraging input from the learners, the amount of structure necessary, and the type of motivation to be used. Once beliefs about such things are clarified, they can guide the balance of the planning process.

Advisory Groups

Where possible, it is very useful to have a group with whom the planner can develop the program (Knowles, 1970). Facilitators should attempt to assemble either in person or by mail or telephone a representative group of directors and others with related expertise who can provide input about the needs of the learners and who can give suggestions and feedback about proposed content and methods.

Needs Assessment

This is a very crucial step in the planning process and considerable attention is devoted here to both the process and to topics such as life span development, characteristics of adults, and developmental needs which should be considered in a needs assessment.

While there is a plethora of literature about needs assessment, it is a rather straightforward, and in many ways, a self-defining process. It is a matter of determining educational needs. The process becomes more complex as one begins to examine various types of needs. In one review of the literature (Duncan, 1979), six general types of needs were identified: (1) basic, (2) felt, (3) expressed, (4) real, (5) normative, and (6) comparative.

One must also consider whose needs are being assessed. Is it the learners, as institution's, a community's, a society's, or a combination of all of these? It is also necessary to decide who will determine needs. Will it be the educator, the learner, an external authority, or all three in some combination?

Persons considering a needs assessment plan must also recognize at what point in the program's planning process they are entering. When planning an entirely new offering, there are relatively few givens. However, when planning a particular session of a recurring program, there are often many givens as we discussed earlier in the section on limits. The Camp Director Education experience would be an example of the latter. Various committees and individuals have in one way or another determined some of the needs of camp directors, the association, and the society they felt should be served in an educational experience for camp directors associated with camp director education core curriculum development process.

The Camp Director Education Facilitator should then review the needs of the ACA as expressed through the established core curriculum. Attention should also be given to the needs of the specific people who will be attending the specific Camp Director Education event. A return to the six types of needs mentioned earlier will help to provide a framework for describing how one might begin to assess these individual participant needs.

Basic needs are best conceived as the lower levels of Maslow's scheme. These are the internal drives and impulses that consciously or unconsciously help motivate behavior when they are in an unsatiated state. A felt need is one an individual will cite as a want or a desire. A closely related type is expressed need. The difference is that an individual acts on his felt need. He enrolls in a course, seeks counseling, or in some other active mode demonstrates his expression of needs (Monette, 1977; Scissons, 1978). The normative need is one best conceived as a gap between current and desired status. The standards tend to be set by others and hence the idea of a norm as the standards. A judgement is made about what should be, and it serves as a standard for the actual state of affairs. Some needs are called comparative because they are measured by comparing the characteristics of one group with those of another. For instance, if a group has a similar background to another which is receiving service, then the former is probably also in need of that service. The concept of real need draws from comparative and felt needs. A real need is one that truly exists based on not only felt need, but also by outside determination. A felt need may only be symptomatic of a real need.

Maslow's model, while primarily one designed to analyze motivation, is useful in considering the needs of the participants in a workshop. While one might consider the basic needs for sustenance, safety, shelter, and affiliation sufficiently satisfied in most adults to be ignored, these needs can be very instrumental in the success or failure of a learning experience. In the case of some Camp Director Education experiences, this is particularly true since these are usually held at a site remote from one's home, take place in a new setting, and are perhaps conducted in a style strange to the participants. Most adults, even camp directors, for instance, would not be accustomed to living in a cabin with six or eight others, sleeping on an upper bunk, and sharing bath facilities.

Until the basic needs are at least satisfied at some minimum level, the other purposes of a workshop cannot be achieved. Camp Director Education Facilitators must then be sure participants are made to feel welcome, know there they will eat and sleep, and be given some time to acclimatize to a change in setting.

The felt need is the type most often assessed. Various kinds of checklists, card sorts, interviews, and questionnaires (Lorig, 1977; Witkin, 1977) are widely used to determine these. The Camp Director Education Facilitator working within the framework of the Camp Director Education experience structure should attempt to assess some of the felt needs of those who will participate in a particular event. There is some danger in allowing such a process to be too wide ranging. If the existing restraints on the program would prevent dealing with certain kinds of topics, the assessment procedures should not lead the participants to believe all of their expressed needs will be incorporated into the content of a Camp Director Education experience. For instance, the managerial areas—health, food service, site development, and business—are often not covered in detail in a short-term resident Camp Director Education experience. There are often areas, however, in which directors have need for information. They should not be unintentionally led to believe those topics will be covered except as they impinge on other areas in the core curriculum.

The Camp Director Education Facilitator does at least know the participants have a need for some training since they have enrolled in Camp Director Education events.

Normative needs which are addressed in a Camp Director Education experience guided by the ACA core curriculum,

Figure 1.

Figure 1. The four central elements of the educational experience as delineated by two opposing educational philosophies.

	Humanism	Behaviorism
Learner	An active organism	A reactive organism
Instructor	Learning helper; facilitator	Transmitter of facts
Content	Collaboratively determined with the learner; or soley by the learner	Predetermined by an authority
Major Methods	Discussion; independent study	Programmed instruction

have largely been predetermined by the ACA. The core curriculum is an expression of what the leaders of the association believe a competent camp director should know and be able to do.

The comparative need category provides a rich area in which to identify possible needs of camp directors that could be addressed in a Camp Director Education experience. General characteristics of adults have been compiled from a great many studies. These can be useful in determining needs as well as what methods might be used.

While it would not be possible to review all the findings or a quarter of those which describe the characteristics of the adult, there are now several good reference works in the area (Knox, 1977; Kidd, 1973; Bischof, 1976). As McClusky (1965) points out, individual difference increases greatly with age so one must be careful in generalizing about adults. But there are some useful generalizations that if used cautiously can be of value:

1. Adults necessarily bring more life experience to a learning episode.
2. Due in part to life experiences, adults can sometimes be dogmatic and resistant to change.
3. With age, there is some loss of physical abilities including sight, hearing, strength, and endurance.
4. There is no appreciable loss of intelligence that is due solely to the aging process.
5. Adults are able to learn quite well though they may have developed some emotional barriers to learning.
6. Adults tend to be more highly motivated once they enter a learning experience.
7. Adults have usually more clear-cut priorities.
8. Time is more valuable to adults because they have more role-related obligations. Time devoted to learning experiences is usually taken more seriously.

As the kind of work done by Havighurst and others has been of help in planning programs for children, lists of age-related needs can be just as useful in planning eductional experiences for adults. The developmental task approach for adults has been somewhat overwhelmed and absorbed by the great amount of work being done from the life-span development perspective. Sheehy's (1976) *Passages* popularized the work of a number of researches in this area including Gould, Valliant, Levinson, and Lowenthal.

Extending and amplifying Erickson's (1950) eight stages of man, the life-span researchers have established age-linked stages for adult development. In Figure 2, a synthesis of these stages and some tasks appropriate to each are presented.

The Camp Director Education Facilitator needs to realize that people of disparate ages participating in an educational experience will have very different tasks facing them because they are in different life stages.

The stage approach also can be adapted to career development. House (1980) writes of the life-span learning of the professional. The Camp Director Education experience is a definite step in that development. In the case of an aspiring profession such as camp administration, the certification step occurs somewhat later than in the more established professions (Duncan, 1980), and we find directors at all stages in their careers participating in a Camp Director Education event. The Camp Director Education experience could serve for some as a refresher, for others a preparation for change, or for still others, as an introduction to completely new learning. This situation presents a special challenge to the Camp Director Education Facilitator.

Setting Objectives

Based on one's best estimate of the needs of the participants, one must, within the limits set, and with reference to one's educational philosophy, select objectives for a Camp Director Education experience.

The first task in setting objectives is prioritizing the lists of needs one has assembled. Those perceived as most important and feasible should be selected and translated into objectives.

There is a great deal of controversy about the use of behavioral objectives, and there is neither time nor space here to discuss the issues involved (Knowles, 1973). If one feels the need for very specific objectives expressed in behavioral terms, use them. Some sort of guiding objectives, whether behavioral or not, are extremely useful and indeed essential for any kind of meaningful evaluation. The use of objectives to guide the process does not automatically label you a behaviorist or a humanist.

Designing the Program

Program design includes the selection of: (a) content; (b) methods, techniques, and devices; and (c) scheduling and sequencing.

Knowles (1970) described this step in the process as a truly artistic phase. He considers the transformation of program objectives into a pattern of activities much more than a mechanical process of matching this objective with that activity. While it is probably not possible to teach someone to be artistic, Knowles is suggesting that such things as balance, variety, and pace need to be considered in the development of a program design.

Houle (1972) in *Design of Education* refers to this step as the design of a suitable format. His lists of elements included at this step is similar to those used in this section though some

Figure 2.

LIFE-SPAN DEVELOPMENT AS ADAPTED FROM A CHART BY VIVIAN MCCOY (1977)

Development Stages	Tasks
Leaving Home 18-22	1. Break psychological ties 2. Choose careers 3. Enter work
Becoming Adult 23-28	1. Select mate 2. Settle in work, begin career ladder 3. Become involved in community 4. Achieve autonomy
Catch-30 29-34	1. Search for personal values 2. Progress in career 3. Reappraise relationships 4. Put down roots
Midlife Reexamination 35-43	1. Reexamine work 2. Search for meaning 3. Reassess personal priorities and values 4. Relate to aging parents
Restabilization 44-55	1. Adjust to the realities of work 2. Adjust to the empty nest 3. Become more deeply involved in social life 4. Manage leisure time
Preparation for Retirement 56-64	1. Adjust to health problems 2. Expand avocational interests 3. Deepen personal relations 4. Adjust to loss of a mate
Retirement 65 +	1. Disengage from paid work 2. Reassess finances 3. Search for new achievement 4. Search for meaning

are included at different points. He included (a) resources, (b) leaders, (c) methods, (d) schedule, (e) sequence, (f) social reinforcement, (g) individualization, (h) roles and relationships, (i) criteria of evaluation, and (j) clarity of design.

While the core curriculum for the Camp Director Education experience is already determined, there is considerable latitude in the emphasis each area receives, the sequence in which it is presented, and almost complete freedom in the selection of methods, techniques, and devices to be employed.

Methods

Methods refer to the ways in which the participants are organized in order to conduct an educational experience (Verner, 1962). Verner (1964) identifies three major types of methods: the individual, the group, and the community methods. The first two could be appropriate for a Camp Director Education experience, though the second type has been the predominate method used. There is a new individualized home study option now being offered. The Facilitator could also use a variety of preassigned units, such as the Project STRETCH materials, for use by individual participants before they come to the on-site educational event.

Techniques

Techniques refer to the way in which learners are brought into contact with the content. There are a wide variety available. A categorical list developed by Knowles (1970) is a good attempt at assembling a comprehensive list. There are many good references available to evaluate the possible use of any of these techniques in a Camp Director Education experience (Knowles, 1970; Klevins, 1976; Houle, 1972):

1. *Presentation techniques*
   - Lecture
   - television or videotape
   - debate
   - dialogue
   - interview
   - symposium
   - panel
   - group interview
   - demonstration
   - colloquy
   - motion picture
   - slides
   - dramatizations
   - recording, radio
   - exhibits
   - trips
   - computer assisted instruction

2. *Audience participation techniques* (large meetings)
   - question and answer period
   - forum
   - listening teams
   - reaction panel
   - buzz group
   - audience role play
   - expanding panel

3. *Discussion techniques*
   - guided discussion
   - book-based discussion
   - Socratic discussion
   - problem-solving discussion
   - case discussion
   - group-centered discussion

4. *Simulation techniques*
   - role playing
   - critical incident process
   - case-method
   - in-basket exercises
   - games
   - action maze
   - participative cases

5. *T-group* (sensitivity training)
6. *Nonverbal exercises*
7. *Skill practice, drill, coaching*

Devices

Devices refer to the materials and things that are used to augment techniques. This definition includes such things as books and audio-visuals. There has been great changes in the types of devices available in the past few decades. The technological explosion has created many new ways to bring the learner in contact with content.

The educator needs to be able to evaluate the type of devices needed and which are available and which he/she feels comfortable using. Dale (1954) suggests one way to view devices is by placing them on a continuum between those that rely on direct experience and those on pure abstraction.

Particular care must be exercised when selecting prepackaged Audio-Visual materials since their development may be based on very different objectives than those selected for your educational experience.

An area of research that has important implications for the selection of methods, techniques, and devices is that of cognitive style. Briefly, the results of the cognitive style research appear to point to significant, persistent differences in the way people perceive the world around them and in the ways in which they mentally structure and process data.

At least nineteen different dimensions have been identified along which individuals differ. Some of these are presented in Figure 3.

Witkin and his associates (1954) did much of the pioneering work in this area with their identification and study of field independence and dependence. In figure-ground tests, field dependents tend to see figures only in relation to their ground, while field independents tent to extract a figure from its background. The field independent is supposedly more competent in analytical operations and tends to be a less socially-oriented individual. The field dependent takes a more global approach to problem-solving and is more socially oriented.

An implication of this one dimension would be that the field dependent would be much more comfortable with group-oriented techniques, while the field independents would tend to prefer individual techniques.

Figure 3.

DIMENSIONS AND DESCRIPTIONS OF COGNITIVE STYLES

Dimension	Description
Field independence vs. field dependence	The ability to extract a figure from its ground
Scanning vs. focusing	Scanners use a broad to narrow procedure in processing data; focusers generate more global hypotheses by using trail and error
Broad vs. narrow categorizing	The broad categorizer prefers a small number of categories with many items; the narrow categorizers prefers many categories and few items.

Some have done work in the cognitive mapping of individuals through the testing of a person on a number of the dimensions and then preparing a composite "map" of their preferred learning styles. The cognitive map is used as a kind of educational prescription.

What can the Camp Director Education Facilitator do with these research findings? The production of individual cognitive maps is unreasonable. A realization of these differences between individuals should create an awareness on the part of the educator to potential problems individuals may have and also suggest alternative instructional strategies. In addition, these findings suggest the need for a mix of presentation techniques when working with a group. Do not overly rely on one method or technique. Combine lectures with visuals for those who have difficulty following oral presentations. The provision of outlines will be of great help to some in organizing the material as it is presented. Camp Director Education Facilitators should also consider what their own cognitive style might be since it will subtly affect the selection of methods and techniques.

Some have done work in the cognitive mapping of individuals through the testing of a person on a number of the dimensions and then preparing a composite "map" of their preferred learning styles. The cognitive map is used as a kind of educational prescription.

The research into the differing roles of the left and right hemispheres of the brain also has some implications for an adult educator. While the research is somewhat conflicting and incomplete, it appears that each person has a hemispheric preference—either left or right. The majority of people are left hemisphere dominant. It becomes a bit confusing when one realizes that a hemisphere controls the opposite side of the body so that a right dominant individual is usually left-handed and vice-versa. Descriptions of those with left hemispheric dominance seems to parallel those of the field independent person, but reliable findings have yet to link these two areas of research. Left hemispheric dominance has been associated with more analytical, active, logical, linear, sequential, intellectual, verbal, and worldy characteristics. Right hemispheric dominance seems more closely associated with holistic, spatial, emotional, intuitive, creative, spiritual, synthetic, and musical characteristics (Even, 1978).

A Camp Director Education Facilitator can use the knowledge about hemispheric dominance to identify those who may have difficulty with a particular presentation style. Some caution must be exercised with the hemispheric research findings. These are preliminary and open to considerable debate. At the very least, the findings again emphasize the need for multiple styles of presenting and processing information.

A third element of design is sequencing. Research regarding the productivity of groups provides some clues for the workshop planner. Since most Camp Director Education events are resident experiences, Miles' (1964) work on the closed temporary system is useful. Miles wrote about special kinds of groups that came together for a fairly defined period for some particular purpose. He drew heavily on the findings of others about the dynamics of small groups. Individuals working in groups on a task within a fixed time frame, require some time to get accustomed to each other and thus the initial work output is low. Work increases toward the middle to final days of the experience, and then decreases rapidly near the end in preparation for termination of the program. Therefore, the Camp Director Education Facilitator should not place the most crucial inputs at the beginning or at the end of a workshop.

Consideration of such factors as the time of day, fatigue, need for recreation, meals, and a need for variety, and time to assimilate information should be made when planning a tentative workshop schedule. Since some of these factors are so difficult to anticipate in advance, there should be some flexibility in a schedule to allow for changes. The group may not be ready for a recreation break at the time you planned it.

Staffing

The steps taken previously dictate the kind of additional staff inputs you will need. After assessing your own skills and identifying areas of weakness, the type of supplemental staff required can be identified. Other factors such as the size of the group will have a considerable effect on your decisions. A Camp Director Education experience for sixty persons requires a very different kind of staff than one for fifteen.

It is important to transmit your goals and plan to potential staff or consulants. Many have "canned" presentations that may not fit your needs at all. They need to know what you need and to follow your lead.

It is also helpful to consider some balance in style when selecting other staff members. If you have some difficulty with the social aspects of a Camp Director Education experience, consider having someone on the staff who is more at ease in this area.

No special treatment of the final planning step—establishing procedures and specifications for promotion, registration, space, etc.—will be attempted here. Davis (1974) is a particularly good reference for these aspects.

Implementing

A plan is only as good as its implementation. The Camp Director Education Facilitator needs to be able to create a learning environment that will support the plan. In much of the adult education literature, the leader is urged to be a learning facilitator or learning helper and to try to avoid the image of the traditional didactic instructor.

The way one decides to conduct a program will reflect one's beliefs about the learning process and about the learner. If one comes from a behavioral orientation, the learning environment will probably be more structured and the process more controlled. Reinforcement will be used liberally to insure proper motivation for learning. It is not the purpose here to advocate a particular point of view. The best that can be offered is a series of generalizations about the learning process gleaned from the literature of adult education. Since adult educators in general reflect much more a humanistic tradition, the generalizations cited tend to reflect this bias. Gibb cites the following six principles for adult learning:

1. learning should be problem centered,
2. learning should be experienced-centered,
3. learning should be meaningful to the learner,
4. the learner should be free to look at the experience,
5. the goals need to be set and the search organized by the learner (*Note*: This point strongly reflects the humanist tradition.), and
6. the learner needs to have feedback about progress toward goals.

Even (1977) suggests the following questions be asked when analyzing one's instructional plan for any contingencies that may arise.

1. What evidence is there that a climate conducive for adult learning has been considered and will be carried out?
2. What evidence is there that possible changes in time and agenda items may occur based on participant questions and input?
3. What evidence is there that flexibility in the learning activities are built into each agenda?
4. Is time used realistically?
5. Is there time for opening and closing remarks?
6. Is there time for movement of members to form groups?
7. Are resources and activities planned appropriately for the learning objectives and levels of learning?
8. What kind of evidence is demonstrated whereby students share in the maintenance of the learning experience?
9. Is there involvement of learners in each session?
10. What sort of techniques and devices are used to build motivation and interest?
11. Is the facility or site being used to advantage?

Davis (1974) lists some guidelines for the leader as he interacts with participants:

1. He listens carefully and accurately.
2. He can recall events, interactions, and conversations accurately.
3. He is supportive of participant efforts.
4. He encourages participants to try new behaviors.
5. He does not impose his own values of opinions.
6. He respects feelings and is free to express his own.
7. He is patient.
8. He is responsive and undefensive when criticized.
9. He can demonstrate genuine anger when appropriate.
10. He serves as chief recorder.
11. He normally directs activities with quiet authority.
12. He is trusting.
13. He directs activities with stern commands when that will move the learning past frustration.
14. He is interested in the content.
15. He provides useful and timely feedback on performance.
16. He is nonjudgmental.
17. He stimulates interest and suggests new possibilities.
18. He is capable of true dialogue.
19. He reinforces learning.
20. He models desirable attitudes and behaviors.
21. He counsels with individual participants.
22. He is capable of showing a wide range of genuine human emotion.
23. He is flexible and open to change.
24. He is consistent in work and deed.
25. He is a diplomat.
26. He assures that his staff behaves appropriately in the above ways.

While this litany may seem to require a saint, it is meant ony as a suggestion, and is based on an individual adult educator's experience.

Evaluating

An inherent problem of any step-by-step process is the impression that it is lock-step and linear. With the placement of evaluation at the end of the plan, it is not intended to mean that all evaluation awaits the conclusion of the learning process. A discussion of two general types of evaluation will help to clarify this assertion.

Formative evaluation refers to evaluation conducted throughout the entire process. For instance, the needs assessment process is evaluated not only at the end, but as it is conducted. Evaluation methods are developed which provide ongoing feedback by which the learning process is continually modified. The methods of assessment presented in the core curriculum have been developed for the purpose of formative evaluation. Other formative methods of evaluating a Camp Director Education experience might include:

1. Participant feedback on preliminary goals for the Camp Director Education experience before it begins. This is, in a sense, part of the needs assessment.
2. The regular use of written rating forms throughout the event.
3. Regular opportunities for oral feedback. Check frequently to see if things are "on target."

Summative evaluation refers to a final measuring of the results of an experience. This is the type of evaluation with which we are most familiar. There are a number of instruments that have already been developed for the summative evaluation of a Camp Director Education experience and are presented at the end of the core curriculum.

A crucial factor in obtaining useful data is the setting-up of an atmosphere of trust in which the participants feel comfortable expressing their opinions. Anonymous written feedback forms are useful, but they are not as helpful as oral feedback.

Nonverbal feedback can be another very helpful, if not at times devastating, indicator of how things are going. Be alert for people yawning, checking watches, squirming, looking puzzled, signs of supressed anger or disbelief, or with quizzical expressions. Sometimes this type of feedback is more honest than what you will receive on forms.

So far the discussion of evaluation has focused on the leader and the workshop. There also needs to be an evaluation of the participants. This is often a more difficult process. The threat of evaluation can stifle any openess a leader tries to develop.

Some methods Camp Director Education Facilitators could use include:

1. Oral feedback from the leader and from the group. This technique requires the building of a trustful relationship if it is to be truly effective.
2. Written rating sheets used by the leaders.
3. Self-assessment, which could be written or oral.

All of these techniques assume the existence of some objectives against which to compare an individual. We are thus brought back to near the beginning of the process. If we are not achieving our objectives, have we identified the wrong needs, are our methods inferior, or was the implementation faulty?

The job facing the Camp Director Education Facilitator is a difficult one, but careful consideration is given to the tasks of planning, implementing, and evaluating; it can also be a productive and rewarding one.

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Introduction to the Core Curriculum for Camp Director Education

The core curriculum was completed in its present form as part of Project STRETCH, a special personnel preparation grant funded between June 1979 through May 1982, by the Office of Special Education and Rehabilitative Services in Washington, D.C. It represents both the practical and philosophical areas that practitioners, educators, and consumers believe should be included in a basic course for Administration of an Organized Camp. The American Camping Association (ACA) endorsed this curriculum as the ACA Approved Core Curriculum for Camp Director Education at the conclusion of Project STRETCH.

Contained in this section of the curriculum guide are the thirteen units which represent the core curriculum. Each unit consists of six sections. These are: the rationale, basic core competency, areas to be covered to reach the basic core competency, suggested learning activities, methods for the assessment or demonstration of the core competency, and recommended sources.

The rationale for each unit is a short statement of the reason for which that competency is considered to be a basic prerequisite quality of a capable camp director.

The basic core competency is a generalized description of the behavior which the curriculum participant is expected to demonstrate upon completion of involvement with the unit content areas and learning activities.

The areas to be covered to reach the basic core competency are the required content to be covered as learners progress through the learning activities of each unit. The areas include specific knowledge and abilities related to each core competency.

The suggested learning activities are examples of some of the methods which might be used to facilitate the "delivery" of unit content and participant achievement of the desired competency in each unit. These lists of methods are not to be considered exhaustive. The numbers in the parenthesis following each learning activity indicate the specific content area(s) to which that activity corresponds.

The methods of assessment or demonstration of core competency are suggestions for core curriculum facilitators to use to determine if individual participants can demonstrate the required core competency. The instructor and staff processing basic camp director core curriculum are responsible for assessing whether each individual participant has adequately demonstrated the basic core competency of each unit. This assessment should be recorded in writing and the results shared with each participant. Usually a number of assessment methods must be utilized to incorporate the range which the core competency and its related content areas cover.

The resources are suggestions of books, films, tapes, etc., related to the areas to be covered and the suggested learning activities. This should not be considered an exhaustive list but a listing of some current and recommended resources available.

All units are numbered in the recommended sequence in which they should be presented or studied. Therefore, competencies, areas to be covered, learning activities, and assessment methods frequently are presented on the assumption that the previous competencies have been attained and/or mastered.

To facilitate use of the core curriculum as a Basic Camp Director Education course, several resources are also included in the appendices. Appendix A contains two different forms to use to conduct an assessment of student educational need in relation to the core competencies of the curriculum. Appendix B contains a planning form which is a worksheet designed to aid the course instructor in organizing learning activities, resources, and a method of assessment. Appendix C contains a list of major national organizations which offer camping programs or camp director education and a list of some of their major resources for camp director education. Appendix D contains a conceptual diagram of the "Process of Developing and Organizing Philosophy of Camping," which has been used by ACA Camp Director Institutes as a way of synthesizing the core curriculum as students move from unit to unit.

Appendix E contains a sample outline for a Basic Camp Director Education course. Appendix F contains two evaluation forms: a sample for for students taking a Basic Camp Director Education course and a curriculum guide evaluation for those instructors and faculty using this guide to share their comments on revising this guide in the future.

It is hoped that all trainers and instructors for camp director education will find this curriculum guide of help in preparing organized camping personnel to meet the needs of all segments of our society.

Unit 1 Growth and Development

Rationale

Because organized camping is primarily a growth-enhancing human service, camp directors should have a basic knowledge and understanding of the developmental process throughout the life span of individuals they serve and direct. This includes the interrelationship of biological, psychological, and sociocultural systems and their effect on human development and behavior.

Basic Core Competency

Camp directors should demonstrate an understanding of the life span characteristics and needs of the constituencies which they serve and direct including the effects of biological, psychological, and sociocultural systems on the growth and behavior of these persons.

Areas to be Covered to Reach Core Competency

a. Model characteristics of human life stages in the areas of physical changes; motor development; affective development; intellectual and language development including creativity; psychological and moral development; and personality development.
b. Techniques for gathering information about the clientele.
c. Human diversity with particular emphasis on the effects of race, religion, sex, age, ethnic, family, and socioeconomic status on the development and behavior of the individual at the various stages in the life cycle represented by their campers and staff.
d. A variety of theoretical perspectives useful in describing, organizing, and managing the human experience for the purposes of program planning, personnel management, and human assessment and intervention.
e. Group dynamics and interpersonal relationships.
f. The effect of the human experience, including contemporary societal trends, on human development and behavior.

Suggested Learning Activities

—Give participants a pretest on developmental characteristics and individual needs for various age and audience groups and discuss results. (a1)
—Lecture/discussion on contemporary theories and findings regarding life span development and model age characteristics and needs. (a2)
—Present a brief synopsis of different theories of developmental tasks and needs of the constituency that camps serve. (a3)
—Provide participants with a list of types of information and techniques for collecting data about prospective campers. Ask participants to indicate their opinions about these methods and how they could be used by camp directors. (b1)
—With the assistance of a human development expert, have participants share with each other the techniques which they use for gathering information about their campers. (b2)
—Invite a panel of human development specialists to discuss the effects of race, sex, age, religion, socioeconomic status, family variations, etc., on human growth and behavior. (c1)
—Assign small groups the task to research the effects of some diverse social phenomenon (race, religion, ethnic, family, etc.,) on human development and behavior in the areas of physical development, motor ability, intellectual growth and creativity, etc., and then have each task group "specializing" in one social phenomenon area share their findings with everyone. (c2)
—Have an expert in the area of life span development discuss the theories and practices of facilitating human growth in areas selected by course participants. (c3)
—Take a field trip to a camp in session or a similar program and setting and discuss the pros and cons of the educational/developmental methods observed. (c4)
—Prior to the institute, ask each person to prepare a one-page statement of his/her implementation of camper guidance. (d1)
—Invite an expert (psychologist, human development specialist, etc.) to present a short session on current theories and concepts of guidance. (d2)
—Observe the film "To Light a Spark" in terms of what theories and concepts of guidance the Bar 717 follows. (d3)
—Invite a panel consisting of a camp director, school principal and teacher for a presentation-discussion session on "education, principles, methods, and techniques applicable to the camp setting." (d4)
—Select a method, principle or technique with which the participants may not be familiar and discuss its implications for the camp setting. (d5)
—Assign group tasks of a specific nature which involve organizing, planning, and executing the given task. Each group should then analyze their group's functioning as it related to group and interpersonal process and individual roles. (e1)
—Provide participants with an experiential session on group dynamics/interpersonal relationships. Hold a discussion on what they learned (building trust, acceptance of new members, decision making, communications, etc.). (e2)
—Ask participants to make a written observation of a group meeting they attend prior to the institute. Discuss what participants learned on group dynamics from their observations. (e3)
—Videotape a small group session. Ask participants to analyze the situation in terms of group dynamics and interpersonal regard and make recommendations for improving it. (e4)

—View the movie or read a synopsis of *Future Shock* by Alvin Toffler as the basis for discussion on societal trends and camping. (f1)
—Listen to the tape made at the 1979 ACA Convention by Harold Pluimer on the future. (f2)
—Brainstorm a small group for a list of societal trends when participants were campers and another list of the trends affecting campers today. (f3)
—In small groups, brainstorm a list of societal trends when participants were campers and another list of the trends affecting cameprs today. (f3)
—Review the October 15, 1979, issue of *U.S. News and World Report* article on "Challenges of the 80's." Discuss its implications for organized camping. (f4)

Methods of Assessment or Demonstration of Core Competency

—1a. Give participants a written test on the developmental characteristics in the six areas of physical changes, motor development, affective development, intellectual and language development including creativity, psychosocial and moral development, and personality development for the age groups served by their camp operation.

or

—1b. Assign a reading task for groups (or individuals) to describe the moral development characteristics of one or more life stages in the six developmental areas and then review and discuss these descriptions noting satisfactory and inaccurate work.

or

—1c. Using a life span development summary chart from a contemporary textbook in this area, have attendees select one or more stages or age groups and interpret and critique it on the basis of their experience.

and

—2a. Given a series of case studies or well-described accounts of camp-like experiences, discuss the appropriateness of these experiences to campers in various developmental stages.

or

—2b. Using case reports of camper problems, discuss their inception and resolution from a developmental perspective.

or

—2c. Describe daily camp living or camp program experiences which illustrate the application of a designated concept or theory of facilitating human growth and development.

or

—2d. Ask each participant to identify (in writing) the characteristics and needs of all persons (campers and staff) in his/her own camp.

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Audio-Visuals

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Unit 2 Special Populations

Rationale

Because the diversity of prospective camper constituencies includes individuals with various physical, intellectual, and emotional disabilities who could benefit from an organized camp experience, camp directors should be capable of deciding whether their camps can extend services to these persons, and, if so, which ones.

Basic Core Competency

Camp directors should be able (based on knowledge of the functional levels of potential campers) to determine which persons they could serve and identify the implications for their camp.

Areas to be Covered to Reach Core Competency

a. Common characteristics and needs of persons with physical, intellectual, and emotional disabilities and their range of functional levels.
b. Common developmental impairments frequently associated with specific disabilities and implications for camp program.
c. Architectural attitudinal barriers and methods of eliminating or decreasing them.
d. Principles of activity analysis, selection, and modification as applied to disabled persons.
e. The effects of segregated and integrated camper populations on disabled and nondisabled persons.
f. Additional support services necessary to meet the needs of various disabled persons.
g. Agencies and resources available for providing services for disabled persons.

Suggested Learning Activities

—Divide the group into smaller groups of four to six persons, have at least one-half of the group members simulate different levels of the same disability. Then have them paraticipate in a camp activity for a duration of twenty to thirty minutes. (a1)

—Have participants list the characteristics of persons with different disabilities and compare these lists with information from an expert resource. (a2)

—Have participants define handicapped and disabled. (a3)

—Invite a functioning disabled adult to engage in an appropriate activity (cookout, square dance, etc.) with participants followed by a panel discussion on "how camp meets the needs of disabled campers." (a4)

—View films or video tapes on common disabilities and the functional ability of persons with these disabilities. (a5)

—Invite a panel of special educators/therapists to describe handicapping conditions and the implications for camp. (b1)

—Give participants a camper data sheet and have them analyze this information for implications for their camp. (b2)

—Review the American National Standards Institute "Architectural Barriers Checklist" and use it to assess the site and facility being used for this training event. (c1)

—Distribute a questionnaire to help participants determine their attitudinal barriers. (c2)

—"Disable" participants and have them participate in two or three camp activities for which their disability is not a handicap. (d1)

—Review Carol Peterson and Scout Gunn's "Activity Analysis" and S.A.A.M. models and utilize them for analyzing and modifying a specific activity in a designated setting for persons with various disabilities. (d2)

—View a film on camping for the handicapped. (d3)

—Brainstorm what changes would have to be made to provide camping for the handicapped. Consider staff, support services, and program for various handicaps. (d4)

—Discuss the meanings, advantages, and disadvantages or least restrictive environment, mainstreaming or integration, and segregation or special camps for special people. (e1)

—Invite two camp directors to debate integrated (mainstreaming) versus segregated camping for disabled persons. (e2)

—Review the ACA Camp Standards for Accreditation which apply to camps serving special populations and how they could be implemented in the camps represented by trainees. Analyze the costs and benefits of such changes. (f1)

—Brainstorm a list of agencies and resources available to help camp directors work with disabled persons. (g1)

—Visit an agency or camp serving disabled persons. (g2)

Methods of Assessment or Demonstration of Core Competency

1. Given three common disabilities, provide the rationale and data for why your camp could or could not serve these persons in a manner which demonstrates your knowledge of their functional range.

or

2. Describe in detail the handicapping conditions a person with a specific disability would encounter if they were a camper at your camp.

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Audio-Visuals

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Unit 3 The Role of the Camp Director

Rationale

In order to fulfill the multifaceted functions required of a person serving as the administrator of a people-centered institution such as organized camping, camp directors should have an in-depth knowledge and understanding of the role and impact of their "self" in relation to their philosophy, their camp operation, and the camping profession.

Basic Core Competency

Camp directors should be able to assess their strengths and weaknesses in relation to their own philosophy and the philosophy of other persons in the camping profession, community, and camp; their relations with others; and their professional competencies.

Areas to be Covered to Reach Core Competency

a. The camp director as a human systems manager.
b. The impact of the camp director on the camp community.
c. The relationship of camp directors to their philosophy and objectives.
d. Assessment of personal strengths and weaknesses (physical, emotional, social, and mental).
e. Perception of self by others in the camp community.
f. The camp director's perception of others.
g. Individual perception of self as a camp director.
h. Assessment of one's relationship to and influence on one's own and other professions.

Suggested Learning Activities

—Discuss McGregor's *The Human Side of Enterprise* in a camp director context. (a1)
—Compare the leadership role, functions, and demands of a camp director, a school principal, and a private industry executive. (a2)
—Administer the Pfeiffer et al. "X-Y Scale" to all participants, score, and discuss the results in small facilitator-led groups. (a3)
—Invite a personnel management expert to speak on and discuss "the meaning of the camp director as a human systems manager." (a4)
—Present a case study about a camp director. Discuss how the camp director affects others. (b1)
—After 2-3 days living together as a group, have participants discuss how the "director" affects the group and what generalizations from this observation they can make about their own situation. (b2)
—Brainstorm for a method participants would use back home to assess how the camp director affects others. (b3)
—Give participants a situation a camp director might have to respond to in small groups, evaluate the pros and cons of responding different ways. (b4)
—Present and discuss the "Johari Window" from Pfieffer and Jones, *Handbook of Structured Human Relations Training*. (b5)
—Without participant's knowledge, stage a situation. Later discuss how participants actually responded to others in the situation. (b6)
—Give participants three different philosophies. In small groups, have each person discuss his/her strengths and limitations in relating to a particular philosophy. (c1)
—Ask each person to share his/her strengths and limitations in relating to his/her camp's philosophy or creating a philosophy if it is a camp he/she owns. (c2)
—View the film "To Light a Spark." In small groups have each person discuss how he/she would relate to the philosophy presented by the Bar 717. (c3)
—Have each participant list three of his/her personal strengths and limitations under physical, mental, and emotional traits. (d1)
—Have each participant analyze a case study on the basis of his/her strengths and weaknesses. (d2)
—As a group brainstorm methods and types of information to aid in self-assessment. (d3)
—Videotape feelings from various members of the camp community about their perception of the camp director. Discuss the validity of these perceptions. (e1)
—Invite a panel consisting of a counselor, camper, parent, etc., to discuss how the camp director role is perceived by others. (e2)
—After two to three days living in a group, have participants list how they think others are perceiving them. Discuss these perceptions. (e3)
—After two to three days living in a group, have participants list how they perceive others. (f1)
—Complete an attitude assessment on how you view staff, campers, and the community, and how they in turn view the director. (f2)
—Brainstorm what causes us to perceive people in certain ways. (f3)
—Have each participant prepare a statement on the topic "Why I am a camp director and what being a camp director means to me."(g1)
—Ask participants to bring a copy of their job description. In small groups, have participants discuss their feelings about the written description and unwritten requirements for the job. (g2)
—Recommend that participants prepare a self-contract on areas they want to improve and how they will accomplish this. (g3)
—Discuss the perceptions that different persons (parents, campers, staff) have about the director role and how the directors feel about those role expectations. (g4)
—Have an ACA Section or National representative present a short program on professional involvement in ACA. (h1)
—Ask each person to prepare a one-page statement on his/

her relationship to and influence on the profession of camping. (h2)

Methods of Assessment or Demonstration of Core Competency

1. Have each participant prepare a written assessment of their strengths and weaknesses in the eight content areas.

or

2. Have each participant list his/her strengths and share and discuss it with two to three others and a facilitator.

and

3. After each participant has listed in writing his/her weaknesses, have each participant draw up a contract with himself as to how he/she intends to handle them during the next season's camp operation. Share with a small group and facilitator for further assistance. (NOTE: This contract should not be done until the very end of the course.)

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Unit 4 Philosophy and Objectives

Rationale

In order to operate an organized camp, it is important that directors formulate a philosophy which is based upon knowledge and understanding of the camping movement: its past, its values in terms of camper development, its unique attributes, and its potential contribution to society. A sound philosophy provides the fundamental base for a quality camp operation.

Basic Core Competency

Camp directors should be able to state, interpret, and defend their camp philosophy, goals and objectives, and how they relate to the constituencies which they serve and the society in which they live.

Areas to be Covered to Reach Core Competency

a. The history of camping, contemporary trends and their implications for the development of a camp philosophy and objectives.
b. Working definitions of philosophy, goals, and objectives.
c. The impact of personal experience as it relates to the development of a camp philosophy.
d. Varied philosophies of camping.
e. Camping philosophy and its relationship to current social needs and cultural forces.
f. The formulation of clearly-stated goals and objectives.
g. The basic relationship between camp philosophy, goals, objectives, and camp organization.
h. The outdoor setting as a unique laboratory for human growth and development.

Suggested Learning Activities

—Invite an older camp director to share his/her thoughts on the history of camping and societal trends. (a1)
—Play the tape made by Eleanor Eels and Rey Carlson at Indiana University (Fall 1980) on the history of the camping movement or discuss the vignettes printed in camping magazine and written by Mrs. Eels on early pioneers in the camping movement. (a2)
—Present a short session on the history of ACA and its impact on organized camping. (a3)
—Give small groups a global philosophical statement to refine into goals and then into objectives. (b1)
—Using Gronlund or another recognized source on writing/objectives, write the definitions of philosophy, goal, and objective on newsprint. Have participants compare and differentiate through discussion. (b2)
—In small groups have participants discuss what impact their

life experience and education had on their personal philosophy of camping. (c1)
—Ask participants to make a 3-5 minute tape of the impact of their experiences and education on their philosphy and exchange tapes during the institute. (c2)
—Invite an experienced camp director to share his/her philosophy of camping and the impact made by his/her experiences/education on his/her philosophy. (c3)
—Select one or more philosophies of different camp directors for presentation to the group. (d1)
—Discuss the philosophy of one of the early pioneers of camping. Would this be an acceptable philosophy today? (d2)
—Ask each participant to prepare a one-page statement of his/her philosophy of camping. Share these in small groups. (d3)
—Provide participants a form to critique their own philosophy of camping. (Example of items might include consistency, relation to societal trends, realistic in terms of application, etc.) (e1)
—Over meals and in small groups, have different persons present and defend their philosophy of camping to others. (e2)
—Invite two persons with opposing philosophies to share and defend them with a group. (e3)
—Using a sample written philosophy of three camps, have participants formulate a set of goals/objectives. (f1)
—Present a short program on formulating goals and measureable objectives. (f2)
—Share the process for program development with emphasis on the place and importance of formulating goals and objectives. (f3)
—Given a list of camp goals and objectives for a known or thoroughly described camp, have small groups of participants analyze them for consistency. (h2)
—Have the group brainstorm the uniqueness of an outdoor setting as a laboratory for human growth and development. (g1)
—Visit an outdoor education camping program. Have participants make a list of the qualities observed in an outdoor setting which made the setting unique/beneficial as a laboratory for human growth and development. (g2)
—Lecture/discuss the relationship of goals and objectives to camp organization and decisions. (h1)
—After two to three days of group living in an outdoor setting, have participants list the strengths and weaknesses of that setting for human growth and development. (h2)

Methods of Assessment or Demonstration of Core Competency

1. Each participant should place the philosophy, goals, and objectives of their camp on a large newsprint sheet and interpret to a small group of peers and a facilitator. Peers should critique for consistency and clarity and compare for similarity and diversity.

or

2. Each participant should critique three or four philosophies of camps based on the camp's promotional material, and then write his own philosophy for the instructor's review.

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Audio Visuals

To Light a Spark. Contact: Audio-Visual Center, Indiana University, Bloomington, IN, 47401. Telephone: 812/337-2103 (Rental)

This Is Camping. Contact Indiana University, as above.

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Unit 5 Program

Rationale

The implementation of camp philosophy, goals, and objectives in terms of camper development is acheived through the careful integration of people, settings, and activity into a program.

Basic Core Competency

Camp Directors should design a camp program to achieve the goals and objectives of their camp in terms of camper development.

Areas to be Covered to Reach Core Competency

a. Components of camp programming
b. Relationship between the needs and interests of the persons to be served and camp programming.
c. Relationship between philosophy/goals/objectives and camp programming.
d. Relationship between camp setting and programming.
e. Activity analysis.

Suggested Learning Activities

—Have the group brainstorm the elements that need to be considered in programming for camp. (a1)
—Copy Jean Berger's or some other author's list of factors to consider in program planning. Discuss the strengths and weaknesses of this list. (a2)
—Invite two persons with opposite views on components of and the approach to program planning to make a presentation to the group. (a3)
—Discuss the problem of program planning for various audiences on the basis of needs versus interest of participants. (b1)
—Provide participants with a case study of a camp program (activities planned, participant interest survey results, etc.). Analyze from viewpoint of whether the program planned will meet the needs/interests of the participants. (b2)
—Share the methods various directors use to collect information on needs/interests and the process used to incorporate the information into the program planned. (b3)
—Invite a camp director to share how he/she has operationalized his/her philosophy/objectives through the camp program. (c1)
—Take a field trip to a camp in operation, have participants analyze how well the philosophy/objectives have been operationalized through the program observed. (c2)
—Examine a case study of a camp's philosophy and program. Analyze for consistency. (c3)
—Ask two participants in advance to prepare to debate on whether (1) the program should determine the setting orf (2) athe setting should determine the program. (d1)
—Have participants make an inventory of this campsite and list all of the program possibilities afforded by the setting. (d2)
—Discuss the relationship between the Camp Director Training program and setting. How does this compare to the relationship between the camp program and setting. (d3)
—Review and apply Carol Peterson and Scout Gunn's activity analysis model to a specific activity. (e1)
—Given a specific goal in terms of camper development, assess the potential for its achievement tahrough three or more camp program activities. (e2)
—Using the same activity, divide participants into three groups. Each group will plan and lead the others in a program experience which has a different objective (i.e., a) interpersonal cooperation, b) self-esteem, c) skill development, etc.). Discuss the role of leadership, equipment, and organization in using similar means to acheive different ends. (e3)

Methods for Assessment or Demonstration of Core Competency

1. Give groups of 2-3 participants the task of describing how a program in a given camp would lead toward the implementation of a specific objective in terms of camper development.

or

2. Have each person describe thoroughly for critique from their peers how their three primary camp goals or objectives are achieved through camp program.

or

3. Have each participant prepare in writing, and present to a small group of fellow participants and a facilitator for review and critique, the written materials necessary to comply with ACA Standard D-16, "Does the camp have a written outline describing how specific objectives for camper development are implemented."

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OBIS Film. University Extension Media Center, 2223 Fulton St., Berkeley, CA 94720. Telephone: 415/642-0460. (f15 Minute Color Film.)

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Unit 6 Organizational Design

Rationale

The actual attainment of the camp philosophy and objectives in terms of camper development is predicated upon the selection, integration, and utilization of the components of people, settings, and activities most conductive to the facilitation of such ends. The coordination of components comprises the organizational design of the total camp operation.

Camp directors should be able to develop and justify the organizational design (the relationship of staff, program, and facilities) most conducive to the achievement of their camp's philosophy and objectives.

Areas to be Covered to Reach Core Competency

a. Basic management theories and techniques.
b. Characteristics and theories of organizational models (MBO, centralization—decentralization continuum, open vs. closed systems, etc.) and their functions as related to governance, activity operations, administration, and staffing.
c. Function analysis related to program implementation.

Suggested Learning Activities

—Give a short presentation on various management theories and organizational models. (a1)
—Invite a management specialist, familiar with organized camping to provide an update on current management

practices and organizational techniques being used by other organizations of a similiar size. (a2)
—Organize a panel from the participants to discuss how various management theories apply to an organized camp. (a3)
—Discuss the pros and cons of various organizational models for a camp. (b1)
—Present the centralized-decentralized continuum as applied to various camp-related functions. In small groups apply these to an actual camp or to a camp case study. (b2)
—Have participants prepare an analysis of their organizational design versus the camp philosophy. (c1)

Methods of Assessment or Demonstration of Core Competency

1. Critique three or four weak and strong (in terms of goal-implementation potential) camp organizational models in small participant groups noting the adequacy of members' responses.

or

2. Ask participants to write out their own model, exchange it with another participant, and prepare a written critique of someone else's model.

or

3. In small groups which are attended by an instructor/dean, participants should present (in writing) a description of the organizational model which they utilize for their camp and the rationale for this model's use and how it relates to their goals. Note: The instructor/dean will need to develop and distribute a criteria for evaluating the organizational structure.

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Unit 7 The Staff

Rationale

Camp leadership is the essential link in the organizational and program process of implementing a camp's goals. Leadership roles in the camp setting are unique and demand strong personnel management competency on the part of the camp director.

Basic Core Competency

Camp directors should be able to develop a comprehensive staffing plan in a manner which implements their camp's goals and aids their staff's personal and professional growth.

Areas to be Covered to Reach Core Competency

a. The relationships between goal implementation and program operationalization and staff.
b. Staff job/role/function analysis and job description design.
c. Legal and theoretical aspects of employment, including contractual arrangements and personnel policies.
d. Methods of recruiting and interviewing camp staff.
e. Principles and techniques of staff training and supervision, including assessment of training needs.
f. Factors affecting staff morale, motivation, and growth.

Suggested Learning Activities

—Using one of the completed goal and program exercises from the program unit, assess the leadership roles, functions, and qualifications needed to carry out the described program effectively thereby successfully achieving the stated goal. (a1)
—Have participants develop models which indicate the relationship between goals, program, and staffing and then share and compare/critique in small groups led by a facilitator. (a2)
—Invite an organizational development or management expert to discuss systems theory and practice. Then challenge participants to apply what they have learned to the relationship between camp goals, program, and staffing. (a3)
—Have small groups analyze three different types of job descriptions for completeness and understandability. (b1)
—Ask participants to bring their camp's job descriptions. Duplicate copies for participants to read on their own time. (b2)
—Develop a checklist based on ACA Standards related to personnel with which participants can evaluate their job descriptions and personnel practices. (b3)
—Given the camp goals and an anticipated single staff member's "one day's life-on-the-job" detailed description, analyze all the tasks demanded for performing that day's

duties competently. Then develop a job description, including the qualities and competencies required, from that list of tasks. (b4)

—Ask participants to bring a copy of their camp's personnel policies and procedures for display. (c1)

—Have the group brainstorm for a list of personnel policies/procedures and discuss which should be covered during orientation, inservice training, pre-camp mailing, etc. (c2)

—Discuss several controversial personnel policies, (firing practices, time off, etc.) (c3).

—Role play a job interview. (d1)

—Ask a personnel specialist to present a short program on recruiting, interviewing and contracting. (d2)

—Discuss the desired outcomes of an interview and list the methods and techniques for facilitating these outcomes. (d3)

—Discuss the pros and cons of various methods of staff recruitment and selection. (d4)

—Invite private agency, church, and day camp directors to share their training methods/techniques/curriculum. (e1)

—Review the ACA Standards related to staff training and discuss how each camp represented complies or fails to comply with them. (e2)

—In pairs or small groups, have participants share and discuss their training program for camp staff. (e3)

—Ask a training specialist to present a brief program and discussion on techniques and approachess for effective training of young adults. (e4)

—Invite a panel of supervisiors (camp, school, business) to discuss their staff support/supervision system. (ef)

—Ask participants to describe/analyze their system of staff supervision. (e6)

—Discuss the basic principles needed for good supervision. (e7)

—Provide optional opportunities for interested participants to discuss personal/professional goals not covered elsewhere (job opportunities, life style, etc.). (f1)

—Ask participants to develop a plan and set some personal goals for professional development. (f2)

—Share information on ACA certification, recertification, and other training opportunities. (f3)

—Invite a recognized expert to discuss staff burnout (or the midseason slump) and have participants list three concrete ways to eliminate or decrease this phenomena in their individual camps. (f4)

—Discuss and/or present theories and research results regarding factors facilitating and inhibiting staff job performance and morale. (f5)

Methods of Assessment of Demonstration of Core Competency

1. Have a small (maximum 4-5 persons with facilitator) group critique two or three previously prepared "staffing programs" which vary in quality.
2. Have each participant present (in writing) a staffing program which outlines the following, and is consistent with their previously articulated philosophy, goals, and camp program for a minimum of two different staff positions and which complies with ACA Standards as applicable:
   - Task analysis and job descriptions;
   - Recruitment plan including application form and interview schedule with "Ideal" level responses and employment contract;
   - Staff support plan including personnel policies, and staff training and supervision outline and performance appraisal system.

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Unit 8 Interpreting the Value of Camp

Rationale

It is necessary for the internal and external publics to be aware of the values of organized camping: parents, referring agents, and campers as camping's "consumers" should have an accurate perception of the services offered; staff should know the ultimate outcomes of their employee responsibilities; and the public-at-large should have knowledge of the benefits of camps to their constituents as well as their far-reaching advantages to local geographic areas and society.

Basic Core Competency

Camp directors should know the values of organized camping and be able to interpret them to prospective parents, campers, staff, and the non-camp community utilizing varied resources and methods.

Areas to be Covered to Reach Core Competency

a. Values of the organized camping experience to campers and to society.
b. Benefits of camps to employees and the local community and region.
c. Public relations and promotion principles.
d. Public relations techniques and resources.

Suggested Learning Activities

—After a research presentation on the validated outcomes of the camp experience for campers, discuss the promotion of camping. (a1)
—Have the group brainstorm a list of values of a camper's experience which could be promoted. (a2)
—After a short presentation of the difference between direct benefits of camping to clientele and the broader societal benefits, discuss and list the societal benefits of organized camping. (b1)
—Debate the issue "Is organized camping a social institution?" or "The effect on the cessation of organized camping on American society." (b2)
—Have a presentation of the ecnomic impact of camping followed by an extrapolation to the participants' own camp communities and camps. (b3)
—Invite an advertising/marketing specialist to share some principles and techniques of public relations. (c1)
—Ask participants to each bring a copy of their public relations material for display during the course. Then review and critique according to principles of public relations and interpretation. (c2)
—In a brainstorming session, identify all the public which can be reached by a camp promotional program, the rationale for reaching each listed public, and the "message" they should receive. (c3)

—Review and discuss the ACA Camp Director Code of Ethics in regards to camp promotion. (c4)
—Have participants brainstorm for a list of different media/resources to help them tell the camp story. (d1)
—Invite several participants to be on a panel to discuss their P.R. methods and techniques. (d2)
—Select various P.R. items and approaches from one or more camps. Ask participants to critique the material and P.R. approach (d3)

Methods of Assessment or Demonstration of Core Competency

1. In small groups which include a facilitator, participants should present a values of camping interpretation/promotion plan for their camps which is directed to both external and internal publics and which incorporates principles of interpretation, promotion, and professional ethics.

or

2. Have participants critique orally or in writing their present camp promotion/public relations program according to listed criteria.

or

3. In small groups assisted by a facilitator, critique prepared interpretative/promotion plans which vary in quality and breadth of intended public. Critique according to good principles of public relations and interpretations. Then have each person (in writing) list how he/she would change his/her own promotional plan.

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Unit 9 Evaluation

Rationale

In order to set goals which are realizable; to utilize human and non-human resources, materials, methods, and techniques which are the most conducive to the attainment of camping's goals and objectives; to provide accurate content for promotional programs; to procure information for making adequate decisions regarding all aspects of camp operation; and to contribute to the knowledge base of organized camping as a profession; it is important that camps have a sound evaluation program.

Basic Core Competency

Camp directors should be able to design a continuous and comprehensive evaluation program for their camps.

Areas to be Covered to Reach Core Competency

a. The purpose of evaluation.
b. The principles and components of an evaluation program.
c. Tools and techniques for evaluation and the plan for administration of the evaluation.
d. The analysis of results.
e. Utilization and communication of evaluation results.

Suggested Learning Activities

—Invite a camp director who has a comprehensive evaluation program to describe it and the benefits it provides for his/her camp. (a1)
—Discuss the relationship of evaluation to the total camp operation and program. (a2)
—Invite an experienced evaluator to describe the basic principles and components of evaluation and relate these to organized camping. (b1)

—Discuss the legal and ethical elements of evaluation and assessment. (b2)
—Identify and apply the basic principles and steps of an evaluation program to an actual camp operation. (b3)
—Ask participants to prepare a packet of their evaluation methods/forms for display or distribution and critique. (c1)
—Invite a knowledgeable person to present a session on available assessment methods and/or tools in varied areas of program outcomes and operational processes. (c2)
—Have small groups develop an assessment method for different aspects of the camp operation and a plan for it to be carried out. (c3)
—Ask participants to list individually the most important factors which effect evaluation in the camp setting and share and discuss with the total group a plan for their camp's evaluation program. (d1)
—Review two or three analyses of the same data from a camp or camp-like evaluation process. (d2)
—Present an experiential session on the *basic* data analysis procedures including descriptive and inferential statistics. (e1)
—Assign groups the task of examining the same evaluation results and producing a "communication plan" for different publics with specific designated outcomes for the communication. Using their fellow participants as their "public", "test" the non-disclosed outcomes at the end of each presentation. (e2)
—Present a short overview on the relationship between evaluation and change at the beginning of the session on evaluation. (e3)
—Ask two or three experienced camp directors to share their views on affecting change in camp and the role of evaluation. (e4)

Methods of Assessment or Demonstration of Core Competency

1. In small groups observed by a facilitator, critique and compare three comprehensive camp evaluation plans which include assessment tools and techniques, data collecting methods, analysis outline, etc.

or

2. Have each participant prepare a comprehensive evaluation plan for his/her camp either during the course or as a homework assignment.

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Unit 10 Health and Safety

Rationale

Each year the regulations and Standards for acceptable camp health and safety practices become more complex. What may be an acceptable procedure one year may be medically or legally outdated the next. Camp management requires directors competent in management of camp health and safety support systems.

Basic Core Competency

Camp directors should be able to analyze and develop a comprehensive camp health and safety system which is consistent/supportive of the camp philosophy, goals, and objectives.

Areas to be Covered to Reach Core Competency

At the completion of the Health Service Managerial Workshop, each participant should be able to analyze the Director's role in establishing and supervising the health services and safety procedures in his/her camp. Specific objectives for the participant should include:

a. Knowledge of the varying physical and emotional health needs of campers and staff.
b. Knowledge of, and ability to identify (1) resources for securing appropriate federal, state, and local laws, and of (2) ACA Standards related to health services.
c. Ability to identify/formulate objectives for an on-going comprehensive health program.
d. Knowledge of various systems and ability to analyze those systems in terms of the comprehensiveness of the health program provided.
e. Ability to identify/formulate objectives for a comprehensive safety program.
f. Knowledge of various systems and ability to analyze those systems in terms of comprehensiveness of the safety/prevention program.

Suggested Learning Activities

—Have participants (a) list the most obvious physical and mental needs of the camp community and (b) identify the physical and mental needs the camp program is and isn't geared to meet. (a1)
—Discuss the relationship between the physical/emotional needs of the camp community and the camp health services. (a2)
—Brainstorm for a list of federal, state, and local regulations of which a director should be aware. (b1)
—Discuss the ACA Standards related to health service. Are they too much, too little? Should anything else be required of the health service in an accredited camp? (b2)
—Ask someone to provide a legislative update on laws related to food service management. (b3)
—Invite a camp nurse/doctor to share his/her camp's health service objectives and system for providing service. (c1)
—Design a health program (objective and system) for a camp or have each person discuss his/her health service. (c2)
—Invite a parent, camper, counselor, director, and administrator to present a panel discussion on what is needed in a camp health service plan. (c3)
—Ask each participant to describe the pros and cons of various types of health systems at camp. (d1)
—Provide the participants the option of participating in a high risk activity. Afterwards discuss the implications, guidelines, and procedures for safety in high risk and other camp programs. (e1)
—Have each participant prepare a brief statement for discussion on his/her safety program objectives. (e2)
—Ask three-four participants representative of various types of camps to share their safety program objectives/system. (f1)
—Present a short program on what a total risk management system might include. (f2)
—Invite a safety engineer, fire marshall, etc., to present a program on "Planning A Comprehensive Safety System for Camps." (f3)
—Review ACA Standards which relate to safety. (f4)

Methods of Assessment or Demonstration of Core Competency

Methods of assessment for all managerial topics such as this one are covered in the trainer guide used for ACA Managerials.

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Demonstrates the proper techniques most commonly involved in acting as a sighted guide.

Hands For the Handicapped. 23 min., 16 mm., color. International Rehabilitation Film Review Library. 20 West 40th St., N.Y. 10018, $25.00 rental.*
Demonstrates a number of devices used by a person with Cerebral Palsy.

Moving and Lifting the Disabled Person. 12½ min., 16mm., color. Inter. Rehab. Film Review Library, $25.00 rental.*
Basic introduction to moving and lifting disabled persons. Also includes how to cope in a confined space and raising a person who has fallen.

A Film About People. Indiana Dept. of Mental Health, 16mm.
Describes types of Epilepsy and problems of persons with Epilepsy.

*Always check local chapters to see what films they have available.

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Unit 11 Food Service

Rationale

Food service management can help make or break even the most enjoyable camp operation. With increased food costs, trends in eating habits, and need for diets to complement the daily camp routine, it is essential that camp directors be competent in management of the camp's food service system.

Basic Core Competency

Camp directors should be able to analyze and develop a camp's food service system which is consistent and supportive of the camp philosophy, goals, and objectives.

Areas to be Covered to Reach Core Competency

a. Knowledge of basic nutritional needs and food values.
b. Knowledge of and ability to identify (1) resources for securing appropriate federal, state, and local laws, and of (2) ACA Standards related to food service.
c. Ability to identify various groups' food service methods and techniques, including purchasing, selection, and control.
d. Knowledge of various types of food service equipment and facilities, and ability to analyze the applicability of these to his/her camp.
e. Ability to analyze the relationship of food/food service to the total camp program and operation.

Suggested Learning Activities

—Invite a registered dietician in to discuss nutritional needs and food values in terms of various camp menus. (a1)
—Ask participants to prepare a week's menu plan for his/her camper audience. Add to this a purchasing plan (where and how the food will be purchased/stored). (a2)
—Ask a state representative for governmental commodities/ milk reimbursement, etc., to share the law and procedures for getting into these reimbursement programs. (b1)
—Reivew all ACA Standards related to food service. Discuss what Standards are missing or inadequate. (b2)
—Tour a camp or other institution's food service. (c1)
—Observe and discuss the food service methods/techniques at the institute and discuss its effect on the institute program. (c2)
—Ask participants to describe their plan and procedures to maintain or improve the overall quality of the food service at camp. (c3)
—Tour a camp kitchen and invite the director to discuss his food service operation. (d1)
—Invite a restaurant equipment dealer in for an update on equipment innovations and maintenance. (d2)
—Have participants share their food service system and discuss its relation to their program. (e1)
—Invite directors from various types of camps to present a short program on their food service system and its effect on the total camp experience. (e2)

Methods of Assessment or Demonstration of Core Competency

Methods of assessment for all managerial topics such as this one are covered in the trainer guide used for ACA Managerials.

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Unit 12 Business and Finance

Rationale

Camp is big business. It is estimated there are approximately 9,000-10,000 camps in the United States. The camps generate over two billion dollars annually in economic activity. Efficient camp operation requires directors competent in management of business and financial affairs of the camp.

Basic Core Competency

Camp directors should be able to analyze and develop business and financial systems consistent/supportive of the camp philosophy, goals, and objectives.

Areas to be Covered to Reach Core Competency

At the completion of the Business Management Managerial workshop, each participant should be able to analyze the director's role in establishing and supervising the business operation in his/her camp. Specific objectives include:

a. Knowledge of and ability to identify (1) resources for securing appropriate federal, state and local laws and of (2) ACA Standards relating to camp business management.
b. Knowledge of business management systems, including fiscal operations.
c. Knowledge of office management, record keeping and reporting procedures.
d. Ability to identify various types of ownership and financial arrangements.
e. Knowledge of various types of insurance coverage available to camps and ability to identify professional resources.
f. Ability to establish a system for the camp's business operation

Suggested Learning Activities

—Have participants prepare a list of all federal, state, and local officials which have an impact on their camping program. (a1)
—Review ACA Standards related to business management.

Should any other Standards be required on business management? (a2)

—Invite a panel of camp directors and/or camp business staff (bookkeeper, secretary, etc.) to discuss their business systems and office management practices. (b1)

—Ask participants to prepare a flow chart of their business management systems (purchasing, budgeting, personnel records, etc.). (b2)

—Hold a demonstration of the new mini computers and a discussion of how they are being used in some camps. (c1)

—Have participants complete a pre-test on business practices for camp. Use the test as the basis for a discussion. (c2)

—Invite a lawyer or panel of private or agency camp directors to discuss patterns of ownership and camp financing. (e.g. profit versus non-profit, etc.) (d1)

—Invite a knowledgeable insurance broker to discuss various types of insurance coverage including self-insurance. (e1)

—Ask participants to share their types of insurance coverage and its pros and cons. (e2)

—Discuss the problem of liability and the need for a comprehensive financial risk management plan. (e3)

—Give participants a case study in which they are to design a camp's business operation system. (f1)

—Ask participants to come prepared to discuss the relationship of the business management system to the total camp operation/program. (f2)

Methods of Assessment or Demonstration of Core Competency

Methods of assessment for all managerial topics such as this one are covered in the trainer guide used for ACA Managerials.

Resources Available through ACA's Publications (ACA publications code)

American Camping Association Tips:

Tip #1: "Small Business Administration Stands by Ready to Help." (CM 20)

Tip #2: "U.S. Coast Guard Regulations/Operator Licensing." (CM 21)

Tip #3: "Model for an Affirmative Action Policy." (CM 22)

Tip #4: "Check List of Items to be Included in a Camp Lease Agreement." (CM 23)

Tip #5: "FICA/FUTA Tax on Meals and Room." (CM 24)

Tip #7: "Guidelines For Application Of Federal Minimum Wage." (CM 27)

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Unit 13 Site and Facilities

Rationale

The site(s) and facilities of a camp are the physical base for the carrying-out of a particular camp philosophy and goals. The capitol outlay for the physical base represents the largest single share of a camp's assests and its most significant financial liability. Successful short and long range operation of a camp requires directors competent in management and development of site(s) and facilities.

Basic Core Competency

Camp directors should be able to analyze and develop a comprehensive plan for site(s) and facilities management consistent/supportive of the camp philosophy, goals, and objectives.

Areas to be Covered to Reach Core Competency

At the completion of the Site and Facility Managerial Workshop, each participant should be able to analyze the director's role in developing and supervising the campsite and facilities. Specific objectives include:

a. Knowledge of the principles of site planning and long-range development.
b. Knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them.
c. Knowledge of the principles of preventive maintenance of site, facility, and equipment.
d. Knowledge of an ability to identify (1) resources for securing appropriate federal, state, and local laws and (2) ACA Standards related to management of the camp's site(s) and facilities.
e. Ability to identify resources for maintenance, professional site development, and facility improvement.

Suggested Learning Activities

—Invite a developer to present a short program on principles of site planning. (a1)
—Ask participants to bring a copy of their long-range plan to the institute for display. (a2)
—Have the group brainstorm for a list of criteria for evaluating a long-range plan. (a3)
—Invite a landscape architect/outdoor educator to present a brief program. (b1)
—Invite several participants to be on a panel to discuss different areas of preventive maintenance. (c1)
—Take a hike around the institute site, ask participants to make a list of preventive maintenance they would practice for that site. (c2)
—Review any laws (federal, state, local) and ACA Standards appropriate to site planning/long range development. (d1)
—Have the group brainstorm for a list of development resources for maintenance, and professional site and facility improvement. (e1)

Methods of Assessment or Demonstration of Core Competency

Methods of assessment for all managerial topics such as this one are covered in the trainer guide used for ACA Managerials.

Resources Available through ACA Publications (ACA Publications Code)

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Appendix A

Name _____ Age _____ Date _____

Type of Camp _____ Number of Years as Camp Director _____

Amount of Education _____ What other camping organizations do you belong to? _____

_____ Are you certified in camping by any other organizations? _____

Please List _____

CAMP DIRECTOR TRAINING SURVEY—SELF ASSESSMENT

Below is a listing of 13 competencies identified as part of the role of a camp director. For each competency, please indicate how you would rate yourself in relation to: A) Your present ability at performing the competency; B) The amount of training you need in this area; and Part II: A) The effectiveness of this training; B) Amount of training still needed. Complete all of Part I prior to training, and all of Part II after this training. Use the scale of 1 = low to 10 = high, circling the number best describing your response in each category.

COMPETENCY	PART I A Your Present Ability Low High	PART I B Amount of Training Needed Low High	PART II C Effectiveness of this Training Low High	PART II D Amount of Training Still Needed Low High
1. Identify the characteristics and needs of the population your camp serves.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
2. Ability to deal with the needs of special populations in a camp situation.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
3. Assess your strength and weakness as a director in relation to your own philosophy and the philosophy of other persons in the camping profession, community and camp.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
4. State and defend your philosophy and objectives.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
5. Design a camp program appropriate for: persons to be served, the camp's philosophy, goals, and objectives, and the environment to be utilized.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
6. Design the organizational structures consistent with the camp's philosophy, objectives, and program.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
7. Recruit, train, and supervise staff to implement the camp program.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
8. Develop a plan for interpreting the values of a camp to prospective campers and parents of prospective campers, utilizing selected resources/methods.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
9. Prepare a complete evaluation plan for the camp program including: 1. Methods to be employed 2. Actual written tools to be used 3. Timetable for evaluation 4. Who will participate in the evaluation task. 5. How results will be utilized	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
10. Establishing and supervising health and safety in camp	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
11. Establishing and supervising food service in camp	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
12. Development and supervision of camp site and facilities	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
13. Establishing and supervising the camp business operation and finances	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

PART I ADDITIONAL QUESTIONS:

1. Do you currently serve the handicapped at your camp? _____. If YES to #1, please answer questions 2a and 2b. If NO to #1, please answer questions 3a and 3b.

2a. How many handicapped campers do you serve? _____. 2b. Is this through mainstreaming or a special camp? _____

_____

3a. Are you interested in providing opportunities for the handicapped at your camp? _____

Why, or why not? _____

3b. If yes, what would you need to begin providing such opportunities? _____

_____

_____

Part II *(Please answer these questions at the end of the training program.)*

1. What was the major strength of this particular camp director training program? _____

_____

_____

2. What methods do you feel are the most effective for camp director training? Check those that apply and rank your top three choices: 1 - 2 -3.

( ) Training Manuals
( ) Readings
( ) Role Play (Simulation)
( ) Lecture
( ) Guest Speaker
( ) Panel Discussions
( ) Group Discussions
( ) Slides/Films
( ) Case Studies
( ) Competency Based Instruction
( ) Home Study
( ) Other (Specify)

_____

_____

3. How long should camp director training last?

( ) 1/2 Day
( ) 1 Day
( ) 2-3 Days
( ) 4-5 Days
( ) 1 Week
( ) Other (Specify

_____

_____

4. Additional Comments:

_____

_____

_____

_____

FOR ACA INSTITUTES: How could this training be improved? _____

_____

_____

Camp Director Education Self Assessment

This guide has been developed to facilitate objective self-assessment in the 13 competency areas covered in the ACA Camp Director Education curriculum. Each major competency is followed by five specified elements which further define that competency.

DIRECTIONS: Using the prescribed criteria and rating scale below, rate yourself for each of the five specified elements in all 13 competency areas.

Rating	Prescribed Criteria
5	I have been called upon at least twice by professional peers to lead/instruct/consult in this area and their requests are justified due to my extensive training, experience, and qualifications in this area which enable me to apply my expertise to any camp or constituency.
4	By virtue of extensive training, experience, and qualifications, I could be called upon to lead/instruct/consult in this area applying my expertise to any camp or constituency.
3	I lead/instruct my current staff and/or perform functions in my current operation in this area without any additional assistance.
2	I lead/instruct my current staff and/or perform the operational functions in this area but require the aid of additional resource personnel.
1	I have adequate knowledge/ability to identify immediately the necessary resources in this area but must secure personnel to lead and/or perform related job functions in my current operation.
0	I have insufficient knowledge in the area to readily recognize and secure the necessary resources/personnel.

1. Identification of characteristics and needs of population served by your camp.

   a. Working knowledge of modal characteristics of human life-stages of campers and staff. 0 1 2 3 4 5

   b. Techniques for gathering information about persons to be served. 0 1 2 3 4 5

   c. Working knowledge of group dynamics. 0 1 2 3 4 5

   d. Working knowledge of the theories of human development necessary for describing, organizing, and managing the human experience for the purpose of program planning, personnel management, and human growth. 0 1 2 3 4 5

   e. Working knowledge of the effects of human diversity (race, religion, sex, age, ethnicity, family, and socio-economic status) on the development and behavior of individuals. 0 1 2 3 4 5

2. Ability to deal with the needs of special populations in a camp setting.

   a. Working knowledge of the common characteristics and needs of persons with physical, intellectual, and emotional disabilities and their functional level range. 0 1 2 3 4 5

   b. Working knowledge of the implications for camp program and facilities of specific disabilities. 0 1 2 3 4 5

   c. Working knowledge of the principles of activity analysis, selection, and modification as applied to disabled persons. 0 1 2 3 4 5

   d. Working knowledge of the effects of segregated and integrated camper populations on disabled and non-disabled persons. 0 1 2 3 4 5

   e. Working knowledge of the agencies and resources available for providing services to disabled persons. 0 1 2 3 4 5

3. Assess your strengths and weaknesses as a camp director in relation to your own philosophy and the philosophy of other persons in the camping profession, community, and camp.

   a. Techniques for the assessment of personal physical, emotional, social, and mental strengths and weaknesses. 0 1 2 3 4 5

   b. Working knowledge of the impact of the camp director on the camp community. 0 1 2 3 4 5

   c. Working knowledge of the role and functions of the camp director as a human systems manager. 0 1 2 3 4 5

   d. Working knowledge of the relationship of camp directors to their philosophy and objectives. 0 1 2 3 4 5

   e. Working knowledge of the methods for assessing one's relationship to and influence on one's own and other professions. 0 1 2 3 4 5

4. State and defend your philosophy and objectives.

   a. Working knowledge of the history of camping and contemporary trends and the implications for the development of a camp philosophy and objectives. 0 1 2 3 4 5

   b. Working definitions "philosophy, goals, and objectives" and formulation of clearly stated goals and objectives. 0 1 2 3 4 5

c. Working knowledge of the varied philosophies of camping. 0 1 2 3 4 5

d. Working knowledge of the relationship between camp goals and objectives and camp organization. 0 1 2 3 4 5

e. Working knowledge of the outdoor setting as a unique laboratory for human growth and development. 0 1 2 3 4 5

5. Design a camp program appropriate for: persons to be served, the camp's philosophy, goals, and objectives; and the environment to be utilized.

a. Working knowledge of the components of camp programming. 0 1 2 3 4 5

b. Working knowledge of the relationship between the needs and interests of the persons to be served and camp programming. 0 1 2 3 4 5

c. Working knowledge of the relationship between operating philosophy and camp programming. 0 1 2 3 4 5

d. Working knowledge of the relationship between the camp setting and programming. 0 1 2 3 4 5

e. Working knowledge of activity analysis and utilization in camp programming. 0 1 2 3 4 5

6. Design the organizational structures consistent with the camp's philosophy, objectives, and program.

a. Working knowledge of various organizational models. 0 1 2 3 4 5

b. Working knowledge of modern management theories and concepts. 0 1 2 3 4 5

c. Working understanding of relationship between organizational design and physical environment. 0 1 2 3 4 5

d. Ability to tailor organizational design to meet a specific need. 0 1 2 3 4 5

e. Working knowledge of staff role/function analysis and its relationship to job descriptions and staff organization systems. 0 1 2 3 4 5

7. Recruit, train, and supervise staff to implement the camp program.

a. Working knowledge of the relationship between goal implementation and program operationalization and staff. 0 1 2 3 4 5

b. Working knowledge of the legal aspects of employment, including contractual arrangements and personnel policies. 0 1 2 3 4 5

c. Working knowledge of methods of recruiting and interviewing camp staff. 0 1 2 3 4 5

d. Working knowledge of the principles and techniques of staff training and supervision, including assessment of training needs. 0 1 2 3 4 5

e. Working knowledge of factors affecting staff morale, motivation, and growth. 0 1 2 3 4 5

8. Develop a plan for interpreting the values of a camp to prospective campers and parents of prospective campers, utilizing selected resources and methods.

a. Working knowledge of the values of the organized camping experience to campers and society. 0 1 2 3 4 5

b. Working knowledge of public relations and promotion principles. 0 1 2 3 4 5

c. Working knowledge of the benefits of camps to employees and to the local community and region. 0 1 2 3 4 5

d. Working knowledge of public relations techniques, methods, and materials. 0 1 2 3 4 5

e. Working knowledge of research in camping and related disciplines. 0 1 2 3 4 5

9. Prepare a complete evaluation plan for the camp.

a. Working knowledge of the purpose of evaluation. 0 1 2 3 4 5

b. Working knowledge of the principles and components of an evaluation program. 0 1 2 3 4 5

c. Working knowledge of assessment tools and techniques and their administration in a camp setting. 0 1 2 3 4 5

d. Working knowledge of the analysis of evaluation data. 0 1 2 3 4 5

e. Working knowledge of the utiliztion and communication of evaluation results. 0 1 2 3 4 5

10. Ability to develop a comprehensive camp health and safety system.

a. Working knowledge of varying physical and emotional health and safety needs of campers. 0 1 2 3 4 5

b. Working knowledge of (1) resources for federal, state, and local laws, and (2) ACA Standards related to health and safety. 0 1 2 3 4 5

c. Working knowledge to formulate objectives for a comprehensive health and safety program. 0 1 2 3 4 5

d. Working knowledge to develop comprehensiveness of a camp's health and safety program and its relation to the total camp operation. 0 1 2 3 4 5

11. Ability to develop a camp food service.

a. Working knowledge of basic nutritional needs and food values. 0 1 2 3 4 5

b. Working knowledge of (1) resources for 0 1 2 3 4 5

federal, state and local laws, and (2) ACA Standards related to food service.

c. Working knowledge of various food service methods and techniques including purchasing, selection, and control. 0 1 2 3 4 5

d. Working knowledge of various types of food service equipment and facilities. 0 1 2 3 4 5

e. Working knowledge to analyze the relationship of food/food service to the total camp operation. 0 1 2 3 4 5

12. Ability to develop a camp business and finance system.

a. Working knowledge of business management systems and office procedures. 0 1 2 3 4 5

b. Working knowledge of various patterns of ownership and financial arrangements. 0 1 2 3 4 5

c. Working knowledge of (1) resources for federal, state and local laws, and (2) ACA Standards related to camp business management. 0 1 2 3 4 5

d. Working knowledge of various types of insurance coverage and risk management. 0 1 2 3 4 5

e. Working knowledge to develop a camp business operation supportive of the camp program. 0 1 2 3 4 5

13. Ability to develop a comprehensive plan for site and facility management.

a. Working knowledge of principles of site planning and long-range development. 0 1 2 3 4 5

b. Working knowledge of the camp's relation to the environment. 0 1 2 3 4 5

c. Working knowledge of principles of preventative maintenance. 0 1 2 3 4 5

d. Working knowledge of (1) resources for federal, state, and local laws, and (2) ACA Standards related to site and facilities. 0 1 2 3 4 5

e. Working knowledge to identify resources for maintenance and site development. 0 1 2 3 4 5

Appendix B

Core-Curriculum Planning Form

Facilitator | *Core Unit*

Other Staff | *Site-Location* | *Course Dates*

Unit/Areas	Learning Activities	Resources	Methods of Assessment

Appendix C

National Organizations and Denominations with Camping

Agency	No. of Camps Owned	No. of Campers	Serve Handicapped %	National Training and Frequency	Length	Publications	Other Certification	Training Endorsed
Campfire, Inc.	100 R 400 D	110,000	5%	Biannually	1 wk.	Yes	No	ACA
Boy Scouts of America	800 R	750,000	5%	Annually	1 wk.	Yes	Yes	ACA
Boys' Clubs of America	75 R 150 D	Unknown	Unknown	None	--	Yes	No	ACA
Pioneer Ministries	19 R	7,000	1-2%	Annually	2-3 Days	Yes	No	ACA & CCI
National Easter Seal Society	67 R 48 D	13,000	99%	Biannually	1 wk.	Yes	No	ACA
YWCA	170 D	75,657	1%	None	--	Unknown	No	ACA
Salvation Army	56 R	35,625	Yes	Kindred Sessions	2-6 Days	Yes	No	ACA
4-H	56 R 700 D	389,430	Yes	Infrequently	5-7 Days	Yes	No	--
American Youth Hostels	250	3.5	Yes	Annually/ Regionally	1 wk.	Yes	AYH Certification	--
International Conference Ctr. Admn.	80	Unknown	Yes	Annually	2-6 Days	Yes	--	--
Girl Scouts of U.S.A.	500 R	Unknown	Yes	Offered by Councils	Unknown	Yes	No	ACA
YMCA	300 R 1,300 D	1.4 million	Yes	Offered by YMCA Reg'ns.	4-7 Days	Yes	No	ACA
American Camping Association	2,800	1½-2 million	1-5%	Annually	1 wk.	Yes	Yes	--
Council of Relig. Affiliated Camps	272	Unknown	Yes	Infrequent Symposiums	Few Days	--	No	ACA & Denom. Trg.
Nat'l Jewish Welfare Bd.	Consort. of 8 agencies	Unknown	Yes	Annually by Member Agencies	4 days	Yes	No	Programs of member agencies
Christian Camping International	Assoc. of 800 camps	Unknown	Yes	Nat'l Conferences	Unknown	Yes	No	--
Lutheran Church of America	65 R 4 D	10,000	2%	Annually	3 days	Yes	No	ACA
United Methodist Church	300 R	401,513	Yes	Biannually	4 days	Yes	No	ACA
Southern Baptist Convention	Unknown	20,000	½%	--	--	--	--	--

Agency	No. of Camps Owned	No. of Campers	Served Handicapped %	National Training and Frequency	Length	Pulbications	Other Certification	Training Endorsed
Episcopal Church	100 R	Unknown	Yes	Annual Regional Conference	2-6 Days	Yes	No	--
United Presbyterian Church	176 R	Unknown	Yes	Annually	2-6 Days	Unknown	No	ACA
Seventh Day Adventists	60 R	109,376	Yes Annually	1 wk.	Yes	No	ACA	-
Baptist Sunday School Bd.	2	Unknown	Yes	Annually	2-6 Days	Yes	No	--
Catholics Involved in Outdoor Ministeries	250	Unknown	Yes	Only by ACA	--	No	No	ACA
United Church of of Christ	70 R	Unknown	7%	National every 3 yrs. Regional each Year	-	-	No	ACA

R = resident camps
D = day camps

Source of information: Survey of national organizations and denominations conducted by Project STRETCH, American Camping Association, 1980.

Organization Resources on Camping and the Handicapped

American Camping Association
Bradford Woods
Martinsville, IN. 46151
Publications List Available.

American Youth Hostels
National Campus
Delaplane, VA. 22025
Publications List Available.

Baptist Bookstore
127 Ninth Ave.
Nashville, TN. 37234.
A Guide to Planning and Conducting a Retreat
Day Camp Director's Guide
Day Camp Director's Package (Indian Series)
Day Camp Director's Package (Frontier Series)
Day Camp Director's Package (Forest Ranger Series)

Boys Clubs of America
771 First Ave.
New York, N.Y. 10017.
100 Boys Club-Tested Programs for Disadvantaged Youth Alternatives to Delinquency.

Boy Scouts of America
P.O. Box 61030
Dallas/Fort Worth Airport, TX. 75261.
Acquatics Program.
Chaplains Guide In Scout Camps.
Camp Business and Commissary Operations
Camp Health And Safety.
Camp Masters
Camp Property Management
Camping Sparklers
Camp Trading Post Manager's Guide
Counseling
Cub Scout Day Camping
Field Sports
Instructors Guide for Five-Day National Camping School
Instructors Guide for Seven-Day National Camping School
Munaging the Council Outdoor Program
National Standards for Scout Camp.
Report of Fatal or Serious Accident
Scouting for the Handicapped Resource Handbook
Scouting for the Physically Handicapped
Scouting For The Deaf
Summer Camp Staff Training

Campfire Inc.
4601 Madison Ave.
Kansas City, MO. 64112
Camper's Health Examination Form
Campership Projects
Long Range Planning Guide (Spring, 1981)
Mainstreaming: Personal Values
Mainstreaming: A Guide to Developing a Program
Mainstreaming: Your Personal Guide
Outdoor Book
Training Model in Outdoor Living
Youth Leadership Model C.I.T.)

Christian Camping International
P.O. Box 646
Wheaton, IL 60187

4-H USDA
Science and Education Administration
South Bldg. Rm. 5025
USDA
Washington, D.C. 20250
Publications List Available.

Girl Scouts of U.S.A.
830 Third Ave.
New York, N.Y. 10022
Publications List Available.

International Conference Center
Administrators
Blue Ridge Assembly
Black Mountain, N.C. 28711
Proposed Standards For Conference and Training Centers (1973)

Lutheran Church of America
2900 Queen Lane
Philadelphia, PA, 19129

A Camping Resource for Juniors—My Lord Calls Me.
A Camping Resource for Junior High—My Lord Calls Me.
A Camping Resource for Senior High—My Lord Calls Me.

National Easter Seal Society
2023 W. Ogden Ave.
Chicago, IL. 60612
Emphasize the Positive.
Let's Play Games
Play and the Fully Functioning Person
Sexuality and the Handicapped
Teaching Persons Who are Handicapped to Swim.
Widening World of Sports and Recreation for Persons with Disabilities

National Jewish Welfare Board
15 East 26th St.
New York, N.Y. 10010
Zarkor. *Program Resources for Directors of Jewish Camps.*

National YMCA
101 N. Wacker Dr.
Chicago, IL. 60606
Some Resources for Basic YMCA Camp Directors Training Curriculum
A Variety of Forms, Monographs, Memos Related to Camp Program, Health, Transportation, Policy, Personnel, Financing, Record Keeping.
Report of 1976 National YMCA Camping Seminar.

Pioneer Ministries, Inc.
Box 788
Wheaton, IL. 60187
Publications List Available.

The Salvation Army
799 Bloomfield Ave.
Verona, NJ 07044
Salvation Army Manual For Camping Programs. 1967

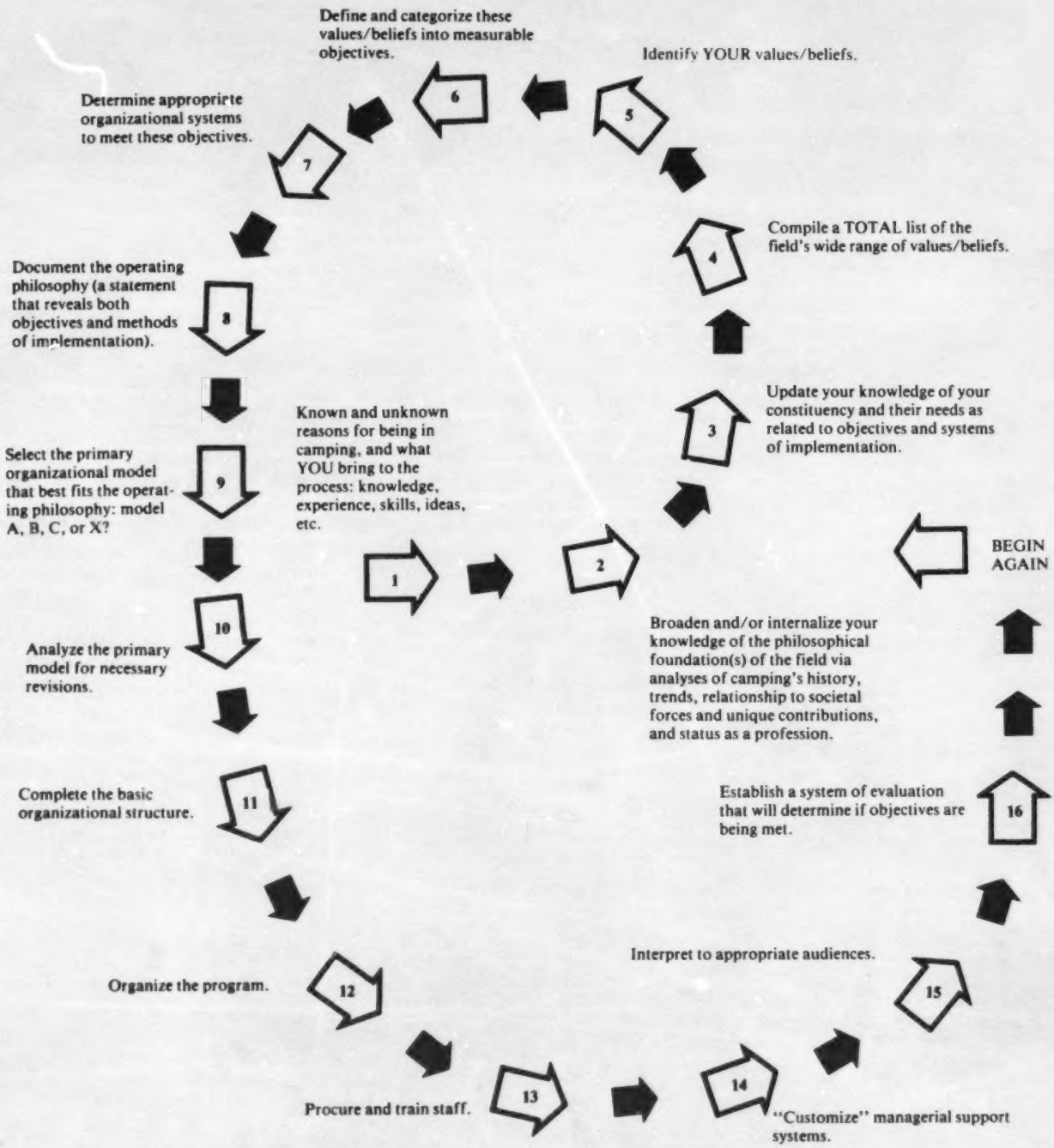
Seventh Day Adventist
Box C
Berrien Springs, MI 49103
Camp Director's Manual: Objectives, Organization, Counseling, Program, Site

United Methodist Church
P.O. Box 840
Nashville, TN. 37203
Publications List Available.

United Presbyterian Church
Church Education Services
Room 101
475 Riverside Dr.
New York, N.Y. 10011
The Handi Kit: Guidelines for Church School Teachers Working with the Handicapped.

APPENDIX D

THE ORGANIZING SPIRAL*


1
Known and unknown reasons for being in camping, and what YOU bring to the process: knowledge, experience, skills, ideas, etc.
2
BEGIN AGAIN
3
Update your knowledge of your constituency and their needs as related to objectives and systems of implementation.
4
Compile a TOTAL list of the field's wide range of values/beliefs.
5
Identify YOUR values/beliefs.
6
Define and categorize these values/beliefs into measurable objectives.
7
Determine appropriate organizational systems to meet these objectives.
8
Document the operating philosophy (a statement that reveals both objectives and methods of implementation).
9
Select the primary organizational model that best fits the operating philosophy: model A, B, C, or X?
10
Analyze the primary model for necessary revisions.
11
Complete the basic organizational structure.
12
Organize the program.
13
Procure and train staff.
14
"Customize" managerial support systems.
15
Interpret to appropriate audiences.
16
Establish a system of evaluation that will determine if objectives are being met.
Broaden and/or internalize your knowledge of the philosophical foundation(s) of the field via analyses of camping's history, trends, relationship to societal forces and unique contributions, and status as a profession.

*An adaptation, by Gordon Kaplan, Dean, and William Langton, participant, ACA 1974 Model A Camp Director Institute at George Williams College, of Nelson Wieter's original outline, "The Process of Development and Organization of Philosophy of Camping."

Appendix E

Semester-Long Course Outline

Fifteen Three-Hour Sessions

Session I. History: Past and Present of Camping
Overview of Camp Director Education
Course Expectations and Assignments

Session II. Philosophy, Goals, and Objectives
a. Comparisons of different philosophical viewpoints
b. Writing a philosophy

Session III. Role of the Director/Administrator
a. Preceptions of the role by staff, campers, board, director
b. Writing a philosophy

Session III. Role of the Director/Administrator
a. Preceptions of the role by staff, campers, board, director
b. Job description
c. Effective directing

Session IV. Life Span Development
a. Theories of human development
b. Characteristics and implications

Session V. Field Trip to Year-round Camp.

Session VI. Special Populations: Serving the Disabled
a. Current status
b. What is a disability?
c. Determining who the camp can serve
d. Attitudes and barriers

Session VII. Program Development
a. Types
b. Elements to consider
c. Supporting goals and objectives
d. Innovation

Session VIII. Organizational Design
a. Systems within camp
b. Signs of consistency: systems vs. philosophy
c. Communications

Session IX. Staff Development
a. Recruitment and selection
b. Preservice and inservice training
c. Evaluation

Session X. Interpreting Camping's Value
a. Telling your camp's story
b. Developing a public relations system

Session XI. Evaluation
a. Comprehensive evaluation (ongoing, discrepancy, etc.)
b. Research

Session XII. Management Services
a. Food service
b. Health and safety

Session XIII. Management Services
a. Business and finance
b. Site and facilities

Turn in take-home final

Session XIV. Class Project Presentations

Session XV. Class Project Presentations

Return take-home final

Appendix F

Camp Director Education Guide: Evaluation

For Curriculum Guide Users to Complete
Please return to: ACA National Office
Bradford Woods, Martinsville, IN 46151

Name _____ Phone _____

Address _____

Do you currently teach a camp directing course? ( ) Yes ( ) No

Course Title _____

Course Sponsor (Section, College, Other) _____

Please complete an evaluation form for this Curriculum Guide. This will enable us to improve the Camp Director Education Curriculum.

Course Evaluation

1. To what extent was the Curriculum Guide helpful in orienting you to conducting a camp director education course?

   Minimum Extent 1 2 3 4 5 6 7 8 9 10 Maximum Extent

   Comments:

2. Please comment on the strengths and weaknesses of the Curriculum Guide.

   A. Strengths:

   B. Weaknesses:

3. What recommendations would you suggest to help us improve the camp director education guide in the future?

4. Do you wish to have your camp director education course listed in the ACA Leadership Calendar (copy needed by May each year) and/or have your course listed in the ACA calendar of Education Opportunities? ( ) Yes ( ) No
   If yes, please attach dates, objectives, agenda, and a copy of any promotional information.

5. Additional Comments:

Sample Camp Director Education Course Student Evaluation

1. To what extent was the course format appropriate to its stated goals?

   Not Appropriate 1 2 3 4 5 6 7 8 9 10 Very Appropriate

   Comments:

2. To what extent was the course action-oriented (could you apply what you have learned from this course?)

   Minimum Extent 1 2 3 4 5 6 7 8 9 10 Maximum Extent

   Comments

3. How confident do you feel in your ability to implement the information presented in a camp setting?

   Not Confident 1 2 3 4 5 6 7 8 9 10 Very Confident

   Comments:

4. To what extent were your own educational needs met by this experience?

   Minimum Extent 1 2 3 4 5 6 7 8 9 10 Maximum Extent

   Comments:

5. Please rate items a-j with regard to the overall training. Use the following scale: 1 = Poor, 10 = Excellent.

   a. Overall organization of the curriculum 1 2 3 4 5 6 7 8 9 10

   b. Logical sequencing of topics 2 3 4 5 6 7 8 9 10

   c. Presentation of information 2 3 4 5 6 7 8 9 10

   d. Leadership of instructor 2 3 4 5 6 7 8 9 10

   e. Preparedness of other resource personnel 2 3 4 5 6 7 8 9 10

   f. Length of course in terms of covering the subject matter 2 3 4 5 6 7 8 9 10

   h. Amount of material presented each day 2 3 4 5 6 7 8 9 10

   i. Amount of time allotted for feedback 2 3 4 5 6 7 8 9 10

6. Did this course meet with your expectations?

   Why or why not?

7. Are there any content areas which should have been added?

8. Are there any content areas which could have been omitted?

9. Was the course process appropriate as a learning experience?

10. Please list any general comments or suggestions for improving the course in the future: